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ABSTRACT

The second volume of a study of former Texas high school students who left as graduates or dropouts during the school years 1963-64 and 1968-69 contains the study respondents' comments on school counselors, extracurricular activities, and dropouts, career goals, and employment experiences. Respondents who had contact with counselors questioned the adequacy of the assistance received from them. Extracurricular activities were highly approved, especially athletics. On the other hand, some respondents criticized the overemphasis of athletics in relation to academic programs. The major reason for dropouts cited by those who had not dropped out was boredom or lack of interest. The reason most frequently given by the dropouts was marriage and/or pregnancy. Approximately one-fourth of the respondents terminated their formal education with high school. Postsecondary schools were selected principally because of closeness to home. Of the career goals named, the teaching profession was the predominant field. However, the principal source of employment for most was in marketing and distribution. Almost half of the respondents felt that their high school courses had no relation to their jobs. Related documents are available in this issue as VT 021 091, VT 021 092, and VT 021 094. (MF)

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Texas Education Product Study

Volume 2

Final Report

UT 021 093

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TABLE OF CONTENTS

Volume I

Chapter

1 Introduction
2 A Profile of the Respondents
3 Summary of Findings Related to High School Experiences
4 The High School's Preparatory Role
5 The Classroom Environment
6 Individualized Learning
7 Curriculum
8 Life-Coping Skills
9 Cooperative Vocational Training
10 Opinion Changes Toward Courses Since High School
11 The 'Best'Teacher

Volume II

Chapter

12 Counselors: What Are Their Roles?
13 Comments About Administration
14 Extracurricular Activities
15 Discipline: Rules and Regulations
16 The Dropouts
- As Seen by Those Who Graduated
- As They See Themselves
- Case Studies

17 Education and Training After High School
18 Career Goals
19 Employment Experiences
20 Recommendations

Appendix A: The Interview Schedule/Questionnaire
Appendix B: Vignettes

Volume III

Statistical Summary

CHAPTER 12

COUNSELORS: WHAT ARE THEIR ROLES?

"My counselor did not point out that though I was going to college I might need some sort of secretarial skill."

COUNSELORS: WHAT ARE THEIR ROLES?

The role assigned to the high school counselor, as perceived by the respondents, is not clearly defined.

School administrators, counselors, and students apparently all have different perceptions of the counselor's role. Although counselors did not provide the help that had been expected generally by the former students, they probably were performing their duties as outlined by school administrators. The ex-students indicated that they expected counselors to help them

(1) plan their high school studies

(2) plan for college or other post-high school studies

(3) cope with their personal problems

(4) plan for a career field or obtain employment.

Perhaps many administrators in 1964 and 1969 looked upon the counselor's role as helping to make schedule readjustments in connection with the first of the above items and to work on items (2) and (3) to the extent that time permitted. Item (4) is only recently being emphasized in public schools and the counselor in some systems may not be the one assigned that role.

Sixty-seven percent (or 3,394) of the respondents answered the question "How do you value the help you received from counselors in planning your courses in high school and beyond?" Of the 3,394, there were 35.2% (1,196) who said they viewed the counselor's help favorably, 23.7% (803) were neither favorable nor unfavorable, and 41.1% (1,395) were unfavorable.

Fifty-seven percent (or 2,878) of the ex-students responded to the question "How do you value the help from counselors in planning for a job or career?" Of the 2,878, only 26.6% (765) responded favorably, 26.5% (762) were neither favorable nor unfavorable, and 46.9% (1,351) were unfavorable.

About 7% of the former students chose to comment on counselors in response to open-ended questions generally concerned with making changes in the school. An analysis of these comments shows that 25% believe there is a need for additional or improved counseling services; 19% did not receive the vocational counseling they wanted; 16% reported undesirable experiences with counselors; 13% said counseling was inadequate in planning for college; 9% said counseling was inadequate in planning high school courses; 9% said there should be counseling for personal problems; 7% said their schools had no counseling services; and 2% said only that their counseling was adequate.

Although respondents' ratings of counselor services were below those given to other school services, the statistics as well as comments made by the respondents indicate an almost-unanimous demand for counseling and guidance. In essence, the ex-students said that counseling <u>is</u> a function that should be provided by the schools, but that the present counseling system should be modified -- through the provision of more and better-prepared counselors -- to meet the various needs of high school students.

The opinions about counselors, classified according to school district size, are summarized below.

COUNSELORS, AS ASSESSED BY FORMER STUDENTS

ASSESSMENT	SIZE OF SCHOOL DISTRICT*						
	A	B	C	D	E	F	G
Additional or Improved Counseling is Needed	26%	30%	21.5%	19%	31%	14%	22%
Vocational Counseling was Inadequate	26	16	19	27	15	14	33
Undesirable Experiences With Counselors	16	25	16	18	14	11	0
Planning for College was Inadequate	16	9	21.5	16	12	6	0
Planning for High School Courses was Inadequate	10	9	10	7	7	11	0
Counseling Needed for Personal Problems	4	5	11	11	9	9	17
School Had no Counselors	0	0	0	0	10	29	28
Counseling was Adequate	2	5	0	2	2	6	0

*School districts have been divided into seven categories, as follows:

A - 5 largest districts (Houston, Dallas, Fort Worth, San Antonio, El Paso)
B - Other large city core districts - ADA - 15,000-50,000
C - Metro-fringe districts (suburban) - ADA - 15,000-50,000
D - Districts with ADA - 5,000-15,000
E - Districts with ADA - 1,000-5,000
F - Districts with ADA - 400-1,000
G - Districts with ADA - under 400
(Average daily attendance based on 1969 figures)

Comments Concerning Counselors

Need for Additional or Improved Counseling

"Students would benefit from a better organized and improved counseling system."

"The school needs qualified counselors (Ph.D.s in guidance counseling)."

"School needs more intensive counseling."

"The school needs a school counselor or assigning students to various teachers for counseling."

"The school needs better counselors."

"There was almost no counseling."

"School needs better and more sincere counseling."

"A fulltime counselor is needed."

"Have at least two counselors per grade. The students need more individual attention."

"Hire counselors. All high schools should employ counselors to help students."

"Hiring of more counselors for more individual attention for students and to help students select their fields through proper guidance."

"Allow more time with counselors. Have more counselors."

"Counseling would make the high school more useful and beneficial to the students who go there."

"Get some good counselors."

"Competent counselors. Make known to students opportunities to discuss plans or programs with skilled professional persons in school."

"Have more concerned counselors who can genuinely help the student in planning for his future."

"More counseling is needed on the future plans of a student after graduation."

"I feel like the counseling program was weak, probably because of large numbers of students and few counselors."

"Better counseling program is needed."

"Have closer help from teachers and counselors."

"Offer better counseling services."

"Have a counselor that understands."

"I believe a counselor is very much needed in every school, a very qualified one."

"Have mandatory and helpful counseling."

"Have more active counseling (intensive)."

"Have more individual counseling."

"Increased counseling with encouragement."

"Individual counseling -- I received absolutely none (others did?)."

"More encouragement to see counselor; some don't even know who she is."

"Have more qualified counselors."

"Career and college counseling should be made available to students year-round (it is usually concentrated into a couple of days)."

"The school I attended was fairly large, consequently the counselors could not devote much time to students individually. I feel that counseling is important and counselors should spend more time helping students to decide what to do after graduation."

"More individual discussions with counselors would be nice."

"Better counseling for all students whether or not they intend to go to college."

"Hire more helpful and likeable counselors."

"Better counselors and counseling process."

"More counselors which spend time with students helping them to plan ahead."

"Much, much more counseling should be given students."

"Better counseling that'll be offered instead of only being present -- in other words, call in the student for counseling."

"Required counseling."

"Increased counseling; present counselors are overloaded."

"More counselors to help students decide what they want and how to go about getting it."

"Have better counselors. Test students according to their capabilities."

"More of counselor and student relations."

"I would have liked to have had more counseling in high school."

"We needed a better counseling staff."

Vocational Counseling Was Inadequate

"School needs job and career counseling."

"Job and career counseling was definitely lacking in my day."

"Professional counseling on careers is needed."

"My counselor took no interest in my future career."

"Better guidance and counseling for career goals."

"Stress should be put on vocational guidance."

"Counselors needed to help students find a vocation."

"I had originally planned for a career in the medical field, but when a member of the family was injured I felt it would be an emotional strain I could not cope with -- wish there had been someone to suggest medical-related fields."

"Have a program that would counsel and advise the students and parents on the importance of higher education, jobs, etc., after graduation from high school."

"Closer relation to the counselor. I received little counseling -- may have chosen another career field had I had more counseling."

"A counselor set me up to where I didn't have a choice in my career field."

"Have different types of vocational counselors to better guide a student in selecting and training for a particular vocation. I also feel that a course should be offered to seniors to help prepare them to cope with and maybe help them to pass a job interview."

"The counselors could find out how to help you to choose the right courses for you (in a career)."

"More employment guidance. Show the student what many occupations involve."

"High school counselors could hardly be expected to know about the performing arts."

"I would have liked to have talked more with my counselor to prepare myself for a job with a future."

"More counselors to spend more time with students. I could have used more time. Most counselors are not familiar with the health field -- right?"

"Counselors who don't discourage women from professional training."

"My counselor did not even point out that though I was going to college I might need some sort of secretarial skill."

"Really need counselors especially in freshman year to choose correct subjects. We had counselors but they didn't help. They didn't do anything in helping us plan for jobs and careers."

"The counselors need to present information on other fields or vocations open to high school graduates."

"School needs more and better counselors, specialized in different fields."

"More career counseling -- many students have no conception of the many types of careers."

"Counselors to help students explore vocational preference."

"Better counseling on occupations and training is needed."

"A good career counselor and not a football coach."

"Easier access to professional counselors, more vocational and professional career information."

"Well, I seriously think that if the students really want some kind of career, the counselors should by all means let them know what courses to take with special interest."

"Better counseling, and possibly some sort of aptitude test to help students know what their real interests and capabilities are."

"Counselors who encouraged children rather than discouraged them to enter certain fields. In high school, I wanted to be a doctor, but was told I'd be better at some skill using my hands."

"More vocational training for those not planning college. If these courses are available, then the counselor should encourage students to participate."

"Spend more time in helping students pick a field early -- if they make the wrong choice then it doesn't hurt as much as going to three years of college and then finding it out."

"Better counselors, more of them, and complete knowledge of the student's performance on various intelligence and level exams to help them decide what they would be most successful in doing."

"Some mandatory counseling to discuss career objectives."

"High schools should help counsel students to persue fulfilling jobs."

"Our counselors could have helped us more in telling us how typing, bookkeeping were important to us -- that is in the careers we selected."

"Have much more career counseling."

"They should counsel on job opportunities that are not so overloaded, and they should help kids find vocational schools instead of emphasizing college so much."

"I think students should take tests to see what there (sic) best suited for and take courses which would help them to persue (sic) their goal in life. Of course, some students realy (sic) don't know what they won't (sic). I didn't know exactly what I was suited for until I decided to

quit college. A counselor wanted me to take some tests. I found out I was interested mostly in outdoor work. I was advised to quit college at this time. There is no outdoor work in pharmacy."

"My counselors did not help me decide; as far as I could tell, the counselors got stuck handling discipline problems and had little to do with counseling with careers and study courses."

"Better counseling by people that are really concerned in helping a student who is confused and wishes to make the right choice in following through with a career that is right for him."

"More personal interest in students and serious counseling program designed to help students who do not know what they are best suited for."

"It seemed to me he was only interested in those going to college. Of course, on the other hand, you couldn't expect him to tell you to follow one career or another, because if you did and didn't like it you would probably blame him."

"Closer counselor relationship with a student; i.e., letting the student understand better what the field will require and hold for him or her."

"More counseling as to life goals and preparation for a career. This was lacking when I was there -- no one asked me what I wanted to be when I grew up. Most students at this age have not directed themselves to a specialized field -- if they had counsel and guidance perhaps they could zero in on an area and not flounder from one thing to another. Of course, this opinion is largely personal."

"Better counseling procedures especially in aptitude testing and career information."

"A teacher or interested counselor could have helped me get my first job."

"They were of no help at all. I took the courses I wanted. They were not interested in my career plans."

Experiences With Counselors

"The counselor, the librarian and some of the teachers acted as if students were the most disgusting things they'd ever come in contact with."

"Counseling was poor to none."

"I don't think they should give specific directions."

"One-time bad experience. Counselors did not know what was going on."

"Counselors were very poor."

"Counselors B.S. -- I never knew anyone they helped."

"A counselor who knows what's going on."

"My counselor led me in the wrong direction."

"Counselors were not capable, disorganized."

"Could never find the counselors."

"I spent as much time as they allowed me with them. My parents think it was poor counseling."

"Bad counselors, never really helped me, disorganized . . ."

"They were apathetic in regard to some students."

"Not qualified to counsel."

"I received little guidance, and some counselors were downright hostile."

"What help?"

"I didn't gain much. He probably helped others."

"In my opinion, they are unable to relate to the needs of present day students."

"A counselor is often times too quick to judge one's future -- usually they have only grades to go on. There is more."

"A counselor for parents would be just as important as student counselor. At age 24, now I do not comprehend parents' statement of 'you'll be sorry for not staying in school.' The pressure applied prevented me from functioning in school."

"The counselor was the poorest excuse for the position I have seen. She had no relationship or even tried to have any with any student. She never tried to think of the student as a human being in her office with a problem. She only saw trouble or he wouldn't be in there."

"Student counseling was definitely lacking at my particular school."

"They never really helped."

"I don't feel I was properly made aware of opportunities available to me in the few sessions I had with counselors."

"Counselors are supercilious, corrupt fools, emotional vultures."

"Only on one occasion had I encountered a counselor and found her pushy, negative, and she tried to dominate me into a choice I didn't make."

"Counselors were 'mechanical,' the battery of tests given by them provided little or no futuristic guidance."

"No help whatsoever."

"Counselors did not make time to talk to students individually and often."

"No contact with most students."

"Considered very very bad aid from counselors."

"Not very cooperative. Wasn't interested enough."

"Inadequate."

"Too impersonal."

"Counselors showed lack of interest. They worked with a few selected students -- did not concern themselves with the average students."

"The counselors didn't take time to discuss things with students."

Inadequate Planning for College

"A high school counselor told me that I was not college material, and now I am a college junior. There was no attempt to help me plan my future. The school should provide better and continuous counseling."

"A counselor should be provided to talk to each student about college plans and about fields in which to enter."

"Have more promotional talks on attending college."

"More encouragement to students to take the courses they'll need to prepare for college."

"While in high school, I do not ever recall being shown or told the importance of going on to college. The counselors only seemed interested in getting us out of high school and could care less about what we did after we got out. I know the importance now, but eight years wasted."

"There is a desperate need for more informed counselors. Every one of them were strictly concerned with only Texas colleges and offered no help whatsoever to me, who wanted to attend an out-of-state college. Texas schools in general are definitely lacking in this respect."

"I didn't use my counselor but planned my own schedule, etc. Counselors on the whole seemed to advise students to take minimum courses to just barely meet requirements for Texas colleges, forgetting about private universities that may require additional math or foreign language."

"High school counselors can't possibly keep up on all colleges. Talk to a counselor at your chosen college."

"I received a scholarship through no aid of any of my high school counselors."

"They could make available more information regarding college."

"More effective counselors, a better picture of what is required of you in college."

"If the schools would get more accurate counseling . . . I was told I needed two years of foreign language for college, but I found out upon entering college that you would have to take a year of their foreign language instead of the total three years I had to take."

"Encouragement from counselor and other officials for all students to further their education."

"Need more guidance so the student will know what courses to take in high school and college."

"They knew nothing about planning toward a college career."

"I would have benefitted by more help in choosing a college major."

"More effective and correct college guidance by counselors -- too few counselors for so many students results in wrong steps toward college."

"When I was in high school the counselor did not stress college to me and did not make available information regarding different colleges."

"I took a test to see if I could go to college. I didn't pass them (sic). I was told you had to pass to go to college. Well, now I'm in college and I just finished my second semester with a 'C' average. I don't think tests should be given."

"Have the counselor help students prepare for college during their junior and senior years."

"Offer better counseling in preparation for a college education."

"Have more counseling in the area of what the student would like to major in, in college."

"More counseling; help and understanding toward preparing for college or other work."

"Insure the counselor relates a true picture of college to all students and really helps them."

"At the time I was enrolled, we needed more counselors and more time to work with them. I never had an appointment with a counselor. It was not known to me that he would help me decide on a college and a major."

Inadequate Planning for High School Courses

"Counselors are often way too forceful and seem to skip the fact of what the individual wants to do and try to make him want to do what his tests show he can do."

"Need counselors to help advise students on their subjects."

"They are concerned mainly with getting you through high school -- getting all the required courses, etc."

"Counselors forced subjects on me by saying I had to take them."

"High school counselors didn't help me much. All they knew was all about the high school."

"I think more individual counseling is needed before high school courses are selected. This would help to determine what students want to do."

"There needs to be more counselors to individually get with each student in the 10th grade, find out what field he or she plans to take and suggest the courses that would help the most."

"The most important addition would be a required counseling session to determine the student's needs and then suggest a curriculum suitable for need satisfaction."

"Have the high school counselor tell the students to take courses in the field of their interest."

"A much more useful counseling system on what type of courses to follow, what types of foreign languages necessary."

"Proper counseling in an effort to avoid the student taking courses that are not relevant to his interests."

"Counselors insisted that I take all my electives in math sciences."

"Need counseling in freshman year to decide which courses to take which year."

"Schools need better counselors whose main objective is not balancing classes but who care about individual students' wants, needs and aptitudes."

"I feel that if someone could get over to the kids in their first year of high school the importance of school in preparing for life and future education, that would be the most important advantage in the world. I suppose a counselor would be the best bet."

"I did the majority of planning -- and found this more favorable than counselors."

"Counselor should have examined chemistry and advised against physics."

"I could have attended summer sessions to graduate a year early if counseling for this had been available. I think this would be a worthwhile program to pursue."

"I never received counseling in planning courses."

"I was poorly advised by counseling in foreign languages."

"My main problem was getting the counselor's advice on what courses to take for my field of study. I didn't really get any help until my last semester of my senior year."

"Only once during my high school did I receive counseling from the 'counselor' and that was to change my schedule for that year."

Counseling Needed for Personal Problems

"I believe an 'up to date' counselor that students could confide in and converse with -- without fear of having what they've said used against them -- would be most beneficial. At least, in my case it would have been."

"School needs concerned personal counseling."

"They are not encouraged, personally and with concern, to stay in school. Their counselors shuffle paper."

"She tried everything to keep me from graduating because I was married. She was not much of a counselor. I know counselors are more concerned about the student."

"They need more black teachers and counselors for the students. This is really a must because when a student has a problem he could turn to them for help."

"Have counselors to discuss problems that arise with subjects or fellow students."

"More personal counseling."

"Personal counselors to help with problems at home and at school."

"Teachers and counselors should become more personally involved with all students, not just the most intelligents (sic)."

"School needs good counseling -- we only had one at the time I was in high school -- that wasn't enough. There should be enough so they can get close to the kids and understand their problems and not just the failing students."

"I know it is difficult for counselors to meet with each and every student, but I feel they should. Some students are confused but are reluctant about asking for help. I feel the counselors should discuss problems and future plans for every student."

"Teachers and counselors should give more understanding and more attention to the individual student."

"More personal counseling to students. I was at different times in desperate need of such counseling and did not receive it."

"Have counselors that help students with personal problems."

"High school counselors or student teachers who have not completed college to advise the students on problems relating to personal life or subjects which would help the students after graduation from high school."

"Counselors familiar with the environment of Mexican-American students at home."

"I talked to a counselor prior to graduation. The counselor should have psychological training."

"More counseling is needed and making available confidential psychiatric services at the school."

"I never talked to him about my own problems."

"Get the counselors really interested in their students who need help and wanted to continue school."

"Counselors should really be counselors and they (sic) should be more of them. They should really delve into each of the students' lives and advise them in what to do."

"Having the teachers and counselors understanding and trying to understand the students."

School Had No Counselors

"We had no counseling."

"Counselors weren't available until the last of my senior year."

"The homeroom teacher was all we had for a counselor."

"Counselors are needed for the students. This is really a must, because when a student has a problem he could turn to them for help. In my hometown, there weren't any counselors, so we had to fight things out within ourselves."

"This little old school didn't have any."

"I think we should have had school counselors. If we would have had counselors in early high school years, who would have helped us plan which courses we wanted each year, it would have probably helped us."

"You had to help yourself."

"Not sure we had one."

Counseling Was Adequate

"They were real good about planning your courses. They tried to get me scholarships."

"I felt both schools were very good and had the best of teachers and counselors."

"We only had limited counseling, but it helped.

"I never really asked for extra help, but help received was favorable."

"They helped me get to school at Trinity."

"The counseling program was excellent."

"They encouraged me to go on after high school."

"Very, very good."

CHAPTER 13

COMMENTS ABOUT ADMINISTRATION

"More personal contact with the administration is needed."

COMMENTS ABOUT ADMINISTRATION

High school administrators were approved by the majority of the respondents.

More than 90% of the respondents checked a specific question concerning nigh school principals. Sixty-one percent of those answering the question evidenced a "favorable" attitude toward the work of their principals; 23% were "neither favorable nor unfavorable," and 16% held "unfavorable"opinions.

In responses to open-ended questions generally dealing with suggestions for changing the schools, a total of 100 respondents (approximately 2% of the sample) commented on principals and other high school administrators. Their opinions, summarized in the following table, then are given in the form of direct quotations.

COMMENT	SCHOOL DISTRICT SIZE*						
	A	B	C	D	E	F	G
Lack of communication exists between students, teachers, and administrators	3	5	7	3	19	2	1
Enforcement of discipline is too strict or too lax	4	3	6	3	2	1	1
Administration should be replaced	1	2	4	1	7	6	0
Some racial problem exists	0	1	1	0	1	0	0
Administrators are too involved in local politics	0	0	0	0	2	1	0
Principal is good at his job	0	0	0	1	0	2	1
Other	1	1	0	1	4	1	0

* These seven categories of district size were used:
A-- 5 largest (Houston, Dallas, San Antonio, Fort Worth, El Paso)
B-- Other large city core districts (15,000 - 50,000 A.D.A.)
C-- Metro-fringe districts (15,000 - 50,000 A.D.A.)
D-- 5,000 - 14,999 A.D.A.; E--1,000-4,999 A.D.A.; F--400 - 999 A.D.A.;
G-- 0 - 399 A.D.A. The A.D.A. figures used were for 1968-69.

Lack of Communication

"Teachers and supervisors should be more aware of the problems of the students and vice-versa."

"More personal contact with the administration is needed."

"The school needs more qualified teachers and a principal that would listen to what the student said, just sometimes, and not take the teacher's word as truth."

"If the teachers and principal would not give the best athletes and most smart students all the honors -- treat everyone equal and give all the same chance."

"The lack of ability on the part of the officials is only surpassed by their stubbornness and lack of tact in dealing with students."

"The superintendent is highly out of touch with the needs of his students."

"Their decisions in student government should not be neglected and overridden by administrators."

"I believe the school needs more funds and much more understanding of students by administrators."

"More student participation in administrative decisions."

"My only recommendation is that the teachers and supervisors keep an open mind as to any new opportunities to (sic) keeping students interested."

"Greater involvement with administration activities directly concerning student body."

"This would be hard, but if teachers and administration could present attitudes and materials to show that no one has all the right answers, high school could be more educational."

"Harder work by the teachers, principals, counselors, and mainly students."

"More open minded administrators willing to listen to students."

"The school needs an administration willing to listen to students -- not dominate them."

"A principal that respects all students and faculty, who can get along with the students and want to help them."

"More cooperation of teachers, administration, and parents."

"Better communication between parents, teachers and school officials."

"Better attitude on the part of the administration towards students."

"Better principals who would listen to students."

"The administration understanding and responding to more of the students' wants and needs (career programs, attitude objectivity, etc.). Letting students run their own student government."

"The principal should work with students, not just dismiss them."

"Make the principal more responsive to students."

"More interest by teachers and administrators to meet their needs."

"Lack of understanding on the part of teachers and administration."

"More personal relationships and understanding between students and teachers and administration."

"For the principal and a majority of the teachers to think along the students' line."

"Changing the administration so that the school can be adapted to the present times."

"The attitude of the administration could hinder the students at times."

"More cooperation of faculty and administration."

"The principal should be more understanding."

"A better relationship between the faculty and principal toward the students, for counseling purposes as well as friendship and closeness."

Discipline

"Have compromised rules and regulations between school officials and students."

"A principal who minds more important things than length of hair, dress style, etc."

"Administration that isn't afraid to impose reasonable restrictions and enforce them."

"Teachers and administrators were insensitive to student individuality. They attempted too much conformity in behavior."

"A principal who could maintain authority over the students, and to have the knowledge to run a decent high school. Also, understand the communications between students and teachers."

Replacement of Administration

"Reconstruct the present administrative system."

"Qualified teachers, new superintendent."

"Keep the businessmen out of educational administration positions -- only admitting former education (sic)."

"For about the last eight years there has been a serious problem in administration and teacher ability."

"The present students seem very dissatisfied with their principal."

"Have a less radical principal."

"New administration (superintendent)."

"Getting a new superintendent with better ideas."

"A better superintendent and principal."

"Better administration."

"Get rid of the superintendent. Put someone in his place that would care about the school."

"New superintendent."

"Change in administration."

"Get parents to get rid of school superintendent and update the courses."

"Better administration and qualified teachers."

"A better principal, for one."

"Get a good principal there."

Racial Matters

"Rather than meet the issues and problems with a challenge, our principal gave up. Of course this feeling was picked up by the students and then the

school became more of a game -- black/white -- than an institution for learning. We needed more interest in academic issues."

"Have a less prejudiced superintendent."

"Hire more Chicanos as teachers, counselors and principals."

Local Politics

"Better principal and superintendent. Too much local politics in management of school system."

"The faculty, administrators and county people are going to have to stop arguing over which department should have more money or which one is the most important. Every department is not important to every student. Cooperation is just absolutely necessary at this point in our school system."

Had a Good Principal

"I think our administrators gave most students ample opportunity."

"I felt both schools were very good and had the best of principals."

"Principal now is real good and I think whatever objections I had then have been overcome."

Other Comments

"It seemed generals and retired officers headed schools."

"Dedicated Christian teachers and administrators are needed."

"Shouldn't have principals and teachers who are coaches."

"Be more selective of administrative personnel, i.e., principal, vice-principal, counselors, etc."

"School officials who practice what they preach and don't live by a double standard."

"No help from principal."

Local School Boards

Less than a dozen former students surveyed in the Texas Education Product Study (less than one percent) contributed unsolicited comments concerning their local school boards. They are:

"A board of education more in tune with the times and students is needed."

"We need a better qualified school board."

"A better school board."

"Take the school board out of non-professional hands."

"School boards are afraid to let the students use their own imagination and initiative."

"New school board is needed."

CHAPTER 14

EXTRACURRICULAR ACTIVITIES

"I could not really get involved with people, but no one seemed to help me from my shell, so I stayed in my shell. It is really sad to go to a school for four years and not want to return because few will remember who I am."

EXTRACURRICURRICULAR ACTIVITIES

All extracurricular activities won strong approval from the Product Study respondents. Vocational clubs led in the total number of participants, and varsity athletics led in the percentages of "favorable" opinions expressed by participants.

The vocational club results are not surprising, because the Future Homemakers of America and the Future Farmers of America, both of which receive state-level leadership from the Texas Education Agency, have a long and successful history of meeting social as well as career needs of their memberships. Also, Texas is known to have the nation's largest and broadest-based interscholastic league, whose activities in athletic, musical, journalistic, dramatic, literary and other areas provide a continuing stimulus toward individual and group achievements. Although all activities are essentially locally controlled, incentives in the form of awards and trips to regional and state contests are created through the University of Texas Interscholastic League.

Capstone of the League programs is varsity athletics. Respondents who themselves were participants in the program offered very little criticism; however, a vocal minority (predominantly non-participants) chose athletics as a principal target when advocating changes that could improve the schools. Most of those who verbalized discontent said their schools put too much emphasis on sports. Criticisms of schools sometimes included the charge that extracurricular activities generally are "popularity contests" in which the more athletic, more intelligent, and more outgoing students are favored.

Opinions of Participants

The reactions of former students who participated in extracurricular activities in high school are summarized in the following table.

Percentage of Respondents Who		OPINIONS OF THOSE WHO PARTICIPATED IN EXTRACURRICULAR ACTIVITIES (Percentages in C,D,E based on 100 percent of Column B)			
Did Not Express Opinions	Did Express Opinions		Unfavorable	Neither Fav. nor Unfav.	Favorable
A	B	ACTIVITY	C	D	E
65%	35%	Varsity Athletics	6	11	83
77	23	Intramural Athletics	6	16	78
2	28	Band or Orchestra	9	14	77
78	22	Choral, Voice Music Group	5	20	75
84	16	Drama Club or Group	4	15	81
76	24	Drill Team or Pep Squad	7	16	77
69	31	Student Government	10	21	69
71	29	Student Publications	8	11	81
51	49	Vocational Organ.	10	13	77
76	24	Academic Clubs	7	27	66
90	10	Future Teachers Club	13	25	62

A problem in ranking or ordering is illustrated by the above table, where ranking is based on percentages of "favorable" responses. If the same list were ranked in terms of the percentages of "unfavorable" responses, the Drama Club or Group would be in first position, followed by Choral/Voice Group.

The following illustrates the large differences in the percentages of participation in varsity athletic programs.

Group:	Pct. of Participation	Number of Actual Participants in Group	Number of Non-Participants
A	22.02	201	712
B & C	22.62	247	845
D	24.41	154	477
E	35.23	516	949
F	54.91	347	285
G	66.37	219	111
Females	19.37	530	2,206
Males	50.29	1,143	1,130
Mexican Amer.	24.19	141	442
Anglo/Others	34.23	1,387	2,665
Blacks	36.39	155	271

The questionnaire listed some extracurricular activities by name; there were hundreds of write-ins. A thorough analysis was made of all markings, marginal notes, and written response in the "Other" item to

determine whether any finer breakdown of student participation might be made than broad categories such as "Vocational Organizations" and "Academic Clubs."

In order of their frequency of mention, the following athletic areas were named by respondents: football, basketball, track, volleyball, bowling, baseball, tennis, ice skating, tumbling, softball, soccer, archery, skiing, swimming, rifle team, weight lifting, wrestling, and gymnastics. Several lettermen's clubs were reported (e.g., the "P" Association in Pecos).

Some clubs were formed on the basis of college plans, such as Future Red Raiders, Future Baylor Bears, and Future North Texas Eagles. One unusual club name was called "Goal Post Decorators."

Religious-oriented clubs were led by High-Y (15 write-ins), Y-Teens (11), Young Life, or Youth with Christ (8), and Christian Student Union (4). Others listed included B'nai B'rith Girls, Church Choir, Bible, American Field Service, and YMCA.

Frequency counts on activity responses which were identifiable by specific name were as follows:

ACTIVITY	FAVORABLE RESPONSES	UNFAVORABLE RESPONSES
Future Homemakers of America	140	20
National Honor Society	85	7
Annual Staff	81	2
Future Farmers of America	57	1
Newspaper Staff	53	2
Band	36	11
Speech Club	33	4
Pep Squad	34	2
Spanish Club	30	5
Beta Honorary Society	31	3

Library Club	30	2
Science Club	28	2
Key Club	26	3
Health Careers	26	2
ROTC	26	1
Class Officers	26	0
Latin Club	18	6
Future Nurses	19	3
Distributive Education Club	19	2
Class Plays	21	0
Cheerleaders	19	1
Art (Art Appreciation) Club	19	0
Future Business Leaders of America	17	0
Hi-Y	15	1
Service Clubs	17	0
Student Council (Government)	16	2
Drama Groups	16	0
Mathematics Clubs	16	0
University Interscholastic League events	14	1
Choral Groups	12	3
"Powder Puff" Sports	13	0
Debate	12	0
English Club	11	1
Y-Teens	10	1
Vocational Office Education Club	11	0
Drill Team	10	1
Shop Club	9	3
4-H Club	10	0
Young Life (Youth With Christ)	8	0
French Club	6	3
Vocational Industrial Club	7	0
History (Historian) Clubs	5	2
German Club	7	0
Band Officers (Major, Majorettes)	7	0
International Relations Club	6	0
Allied Youth	6	0
Office Aide	5	1
Girl Scouts	5	0
Modern Dance	5	0
Interact Club	4	1
Rodeo Club	4	0
Twirlers	4	0
Pan Am Club	4	0
Creative Writing	4	0
Anchor Club	4	0
Chess Club	4	0

Other individual or group activities mentioned by respondents were:

Junior Achievement
Junior Optimisses
Junior Red Cross
Junior Optimists
Lioness Club

G.R.A. League
G.A.A.
Homeroom
Honor Club
Horizon

Blue Bells
Air Conditioning Club
A.F.S.
Caridad
Counselor Club

Mademoiselles
Symphony
N.H.A.
N.A.D.A.
O.E.A.

Posse
P.A.S.F.
Rotary Anns
Rainbows
Senior Honor Society

Geology Club
Quill and Scroll
Girls Service League

Folksinging Club
F.S.A.
F.C.A.
Future Secretaries
Great Books

Humanities Seminar
Gym Leader
Corridor Assistant
Audio-Visual Aide
Young Republicans

Candy Stripers
Coin Club
Engineering & Technical Society
Cosmetology

Stags Club
Small School Seminar
SEARCH
Sigma Gamma
School Trip

Tri-City Top Teens
Senior Honor Society
Spelling
Teaching Experience Program

Ham Radio Club
Future Scientists

Freedom's Council
Fraternities
Government Club
Keyettes
Laboratory Assistant

Industrial Arts
Astronomy Club
Charm Club
Athletic Manager
"Mingling"

Current Events
Explorer Scouts
Careers Club
Foreign Exchange Club
Clerical Practice

Stage Band
Slide Rule
Social Clubs
Student Work Plan
Law Club

Ye Merrie Stenos
Sons of Fog
Typing
Texas Youth Conference
U. Y. L.

Photography Club
Chemistry Club

Only 10% of the former students surveyed mentioned extracurricular activities in response to open-ended questions. More than half of their responses were favorable, and almost every other one either said or implied that the schools should have a wider range of activities for more students, especially in the area of intramural sports. The following, an atypical statement, helps to bring into focus the attitudes of former students who did not participate in extracurricular activities:

"Teachers should make sure kids are not just there. I was an honor graduate, and never caused anyone any trouble, and yet I do not long for my high school days. No one really seemed to care if I was there or not. I regret that I could not really get involved with people, but no one seemed to help me from my shell, so I stayed in my shell. It is really sad to go to a school for four years and not want to return because few will remember who I am."

Comments Concerning Athletics

"Have track and other athletic events."

"Have more sports."

"Put more emphasis on sports other than football, and the administrative support of these sports."

"The school needs larger athletic facilities."

"A better athletic program is needed."

"The school needs an intramural sports program."

"Have more intramural athletics, games between students and faculty, to insure more school spirit."

"Hopefully, more intramurals of all types will be offered."

"My main complaint is about the P.E. department. When I came to college, I felt I had missed out by not having interscholastic competition in sports for girls, after talking to those who did."

"The school needs more athletic activities for girls to participate in."

"The P.E. program for girls was very poor. There was no interscholastic competition, no real P.E. training other than drill team. It gave no opportunity for competition or training in any sports."

"Have an intramural sports program."

"The school needs a better athletic program."

"We had a well-rounded curriculum, yet we had a good athletics program and enough discipline."

"If a track was built, it would also catch the eyes of students who aren't football or baseball stars."

"It would improve the school if they had more courses and more athletic things to do."

"More sports and courses are needed."

"Eliminate all but intramural sports. What I mean is, sports where the majority of the student body is put in a spectator position."

"I believe the schools of Texas should stress more on education than on sports. Sports are fine, but some schools I've seen are using sports as the backbone of the school."

"Football is overly emphasized."

"There should be less emphasis on athletics."

"Put more emphasis on the total school. Too much emphasis is placed on athletics."

"I believe they stress some of their sports a little too strongly."

"De-emphasize sports."

"A wider range of academic courses should be offered; there should be greater emphasis on academics (rather than athletics)."

"There should be less emphasis on athletics, more emphasis on communication skills."

"They need to help them to prepare for jobs when they complete school, instead of spending money on football."

"Have less emphasis on football and more on vocational and academic achievements."

"I feel that too much money is spent on interscholastic athletics. That program deserves funds, true, but not to the extent that academic programs suffer."

"Emphasize physical well-being rather than solely football. Offer other sports on an equal footing."

"Athletes are given too much lenience (sic) in grades, which hurts them later if they plan on going to college."

"If high school athletics has to be the gravitation point for all funds and activity, then the coaches should be kept out of the classroom and left in the gym."

"There should be less stress on athletics and more interest put into future plans of individual students who plan to attend college."

"Spend more money on facilities, and less on athletics."

"Place a larger emphasis on academics and the fine arts. Decrease, therefore, and if necessary to achieve, the emphasis on athletics."

"My high school needs less emphasis on football and football players and more on doing well in class. (Some teachers talked more on the game coming up than on our lessons.)"

"There should be less emphasis on monetary and material things, and more attention paid to the educational program rather than the athletics."

"The schools need less emphasis on the athletic program."

"Put less emphasis on physical education and sports."

"Sports are peachy, but they received an extreme amount of emphasis in my school district. And, what's more, we had losing teams for all my three years."

"The school needs a good career counselor, and not a football coach."

"More emphasis should be placed on studies, instead of sports."

"Have less emphasis on athletics and more emphasis on academics."

Comments on Other Activities

"Club activities were very limited at my school. To belong to the National Honor Society, you had to have two years' attendance in one school. This is not fair in today's highly-mobile society."

"Extracurricular activities gave me a chance to learn leadership. They also gave me a chance, in some cases, to learn skills not available as a course, such as speech and music."

"Try to get students and teachers more interested in extracurricular activities."

"Have more active academic clubs."

"Concerning extracurricular activities, especially the student council, senior council,and other such viable organizations, I recommend that complete trust be given to the elected representatives of these groups."

"Encourage good spirit and feeling among the various extracurricular activities."

"Just offer as many activities and subjects as possible to keep students involved, interested, and aware of what their school is all about."

"Offer more social activities for students -- school parties and dances that are chaperoned."

"Create more clubs."

"The students themselves need to get involved in the activities."

"Have more social activities."

"More student participation in administrative decisions is needed; more sociology and psychology courses; a highly-developed intramural program to help the shy kids participate."

"Being the only high school I attended, I would say it is good in most every way. It had plenty of extracurricular activities and something for everyone."

"Have a more useful student government."

"The student council is a farce, because it always has to be approved by the administration."

"Do not discontinue extracurricular activities and study trips because of racial conflict."

"There were not enough clubs for those who weren't academically or athletically successful."

"Students need more involvement in extracurricular activities."

"Have more social programs."

"Have more organizations for people to join (car club, etc., where you don't have to be smart)."

"Early marriage and a lack of activities other than athletic cause dropouts."

"Have more student power and representation in areas such as the council of governments."

"In general, the courses and extracurricular activities offered a wide range of opportunities to discover your interests."

"Have more extracurricular activities. They should have more Mexican cheerleaders."

"The school needs less prejudiced teachers, more extracurricular activities."

"More subjects and better activities are needed."

"The school needs more extracurricular activities offered to the feminine gender."

"Have extracurricular activities."

"If it hadn't been for band, high school would have been intolerably dull and uninteresting."

"Students should have more extracurricular activities."

"They need more extracurricular activities for the student to enjoy."

"Extracurricular interest clubs -- future this or that -- make it more relevant."

"More activities could have been planned."

"There was a rule that married students or students with a child could not participate in extracurricular activities. I think this is foolish and unfair, because it discourages a lot of students from going to school."

"Extracurricular activities were mainly for the successful-intelligent-athletic. The bulk of students was easily left out. The girls' gym and equipment and program in general were lacking."

"I took band instead of P.E., and I think I needed the exercise and coordination and athletic ability that P.E. teachers teach the students."

"There should be less emphasis on winning and total involvement in extracurricular activities, and more on just learning basics and advanced courses also."

"Schools should be allocating less time and benefits to athletics, pep rallies, and extracurricular activities."

"There should be less emphasis on 'who was who' (cheerleaders, beauty, etc.)."

"I feel there should be less stress on the 'status' of certain extra-curricular activities such as drill teams, girls' clubs, etc. It seemed as though the student body rated these clubs higher than any academic phase of high school."

"Place more emphasis on courses and subjects instead of all the extra-curricular activities."

"Do away with popularity contests."

"It is my opinion that most students drop out of high school not because of a lack of desire for education, but rather because the schools of today are a 'contest' between students -- most athletic, most beautiful, best dressed, football, parents' car and money, sexual deviation, pregnancy, religion. I think there are only a very few percent of high school students happy, and they are the ones who make it miserable for the others through labels, ridicule and fun-making."

"There should be less emphasis on popularity in holding extracurricular activities."

"Put less emphasis on popularity and help teachers to recognize all students, not just the outstanding ones."

"He (the dropout) might also be drawn away from school by too many extracurricular activities."

"The activities now are too much or extravagant for just anyone to join. I feel that we need to get away from choosing sweethearts, most beautiful, best dressed, because some students feel completely left out or revolted, and get the feeling that one must compete with the clothes (school) one wears everyday and so on (many cannot cope with this, so they drop out in order not to be a loser all during high school)."

CHAPTER 15

DISCIPLINE: RULES AND REGULATIONS

"High school years are the rebellious years when students don't like to be told what to do."

DISCIPLINE: RULES AND REGULATIONS

Discipline (when defined as a rigid system of rules governing conduct) is an unpopular concept with the 5.5% minority of respondents who commented on school restrictions, rules and regulations.

By a ratio of 3:1, those former students who mentioned changes in the degree of discipline as a means of improving Texas schools asked for fewer restrictions, less punitive action, more relaxed dress codes, and increased personal freedom within the schools. A few favored increased discipline.

Many former students, particularly of middle-sized and large schools, were insistently vocal on the need for treating students as "young adults," not as recalcitrant children.

The respondents' opinions are summarized below (by frequency and size of school district):

Attitude	Size of School District A	B	C	D	E	F	G	Total
Discipline is too Strict; it Should be Relaxed	26	12	40	17	40	5	3	143
Discipline is too Relaxed; it Should be Increased	14	10	5	10	12	7	4	61
Students Should be Allowed More Freedom	14	10	12	5	10	1	1	53
Students Should be Allowed Freedom to Develop Self-Discipline	1	1	0	3	0	0	0	5
Teachers Should Exercise More Discipline in the Classroom	0	3	1	1	3	3	3	15
Teachers Should Exercise Less Discipline in the Classroom	0	1	1	1	1	1	0	5

Respondents' Comments

Dress and grooming codes, highly-controversial and much-publicized during the late 1960's, were the focal point for most of the respondents' comments on the subject of discipline. Some, however, chose to comment in more general terms on "student freedom."

Discipline Should be Relaxed

"Stop the dress codes on clothes and hair lengths. This is stupid! The only attention it draws out of the classroom is the reaction from the teachers and principals who are not broadminded enough to accept changes."

"A better learning environment without the very, very strict rules (military style -- e.g., appearance, proper conduct, detention halls for a minor mistake, etc.). The school board, superintendent and principal could listen to student ideas rather than making policies and enforcing them to the letter. I'm not saying turn the school over to the students, but a better, less conservative environment would provide an atmosphere where the student would enjoy learning rather than being forced to do so."

"The dress code should be more liberal."

"Less discipline."

"The school is trying to take the place of the parents in its disciplinary measures."

"The administration and faculty were very concerned about petty things (dress, hair, etc.)."

"Quit hassling students with inconsequential rules about their persons (hair, etc.) and start helping their inner persons grow up. Administrators, rule-makers in general, must realize that people will fight restrictiveness. Students would be more willing to stop avoiding rules if they helped to make them."

"Too much thought on dress code and immaterial items of interest. They should be more concerned with education than what a student wears."

"I believe that the conditions need to be more relaxed -- students should have the right to dress as they wish."

"Less stress on dress codes and more stress in encouraging students to attend school, instead of all the unnecessary expelling and detention. This just embarrasses and discourages students."

"Schools should let students express their opinions -- not such strictness on dress."

"I think they should change their dress codes so the students won't be so rebellious and will study harder."

"The school should be more concerned with educating the students than how they dress or wear their hair. It is hard enough for some students to sit in a class for long lengths of time, but if they are forced to dress in a way that is uncomfortable to them, it is nearly impossible to concentrate."

"The school would be much more beneficial to the students if the teachers were not forced by the administration's regulations to assume a 'police-like' attitude toward the students. By this, I mean that the teachers spend far too much time checking the student's appearance. This made the students feel as if the teachers were their enemies and this is not beneficial to learning."

"The school system is not strict enough on absentees, but too strict on the students' personal appearance. The length of a boy's hair has nothing to do with his learning. This should be left up to the parents of the student, not the school officials."

"Spend more time teaching and less time enforcing silly rules and grooming standards."

"The administration must place education before codes of dress and discipline or else the whole purpose of education will be lost. Schools should be education centers, not baby-sitters."

"To put it very simply, emphasis must be removed from such irrelevant things as length of hair, dress and other pressures toward conformity and put back on learning something -- anything."

"The dress code should be changed. Students are told that they are young adults, old enough to make decisions, yet the school treats them as infants and tells them what they must and must not wear to school."

"Let up on the hair and dress code, which only detract from the student's interest in school."

"The administration of my high school ran that school in a very cold, military manner. There was an air of oppression about the place, and discipline was effected through punishment. I do not write this out of bitterness toward my 'alma mater' but rather in the hope that it might bring about constructive change. Students who are not even allowed to leave class to go to the restroom without being accompanied by a teacher are in for a pretty rough jolt when they get to college or out in the business world and find they have to think for themselves and that they are responsible for their

actions. The students resent being treated in this manner, and I don't blame them. Surely there can be some happy median between martial law and chaotic anarchy in school administration."

"Have the teachers keep their mind on teaching instead of worrying about other little things, like how long your dress is."

"Relax discipline for its own sake; apply it only where necessary to maintain order. Useless and aggravating practices such as dress codes, mass punishment, grooming codes, censorship on public complaincs."

"Less rules to obey -- more individual attention."

"Drop some of the silly restrictions on clothes, smoking, hair, etc., so teachers can teach, not police."

"Be much less stringent in the enforcement of rules. Nobody can be forced to learn. The teachers and administration of the school had a power structure based on seniority, and the students suffer every day with dress codes, detentions, suspensions, etc. College doesn't have these idiotic rules, and students respond by learning."

"A little more teaching from the teachers and a little less worrying about how long a skirt or a head of hair is (except in extreme cases)."

"Remove the outrageous dress codes."

"More emphasis on education, rather than on dress code. This has been more of a focal point since I left school."

"Less emphasis on maintaining order and authority which inhibited learning (made it less attractive) and made school seem a prison to many."

"Get off their back about hair/skirt length, etc."

"Don't always worry so much about appearance and go more for what it takes to keep the kids going and interested."

"The school shouldn't be so strict on students. It makes it very uncomfortable for learning. Ways of dress should be more lenient."

"Please help the public school system to become a learning institute and not a disciplinarian circus of power over the young."

"I hope by now that the school supervisors have quit checking girls' skirt lengths and penalizing one for being in the hall or smoking cigarettes."

"The school should have a dress code, but not as strict as they did."

"The general atmosphere of school was too authoritarian and disciplinary."

"High school has changed somewhat in their rules on hair length, etc. This definitely is an improvement."

"Physical restraints on students -- such as clothing and hair rules -- closed campus -- should be relaxed and the curriculum should be made more applicable to everyday life to hold their interest."

"The atmosphere could be a bit more relaxed, but still maintain conduct."

"They attempted too much conformity in behavior."

"Do away with dress codes. If a student is allowed to dress comfortably, then it might improve his learning ability. Dress codes only cause trouble."

"Not such a strict dress code. This is the most useless thing I have ever seen. This is one big hang-up with a lot of students. Not all kids like to have flat-tops. The student body should be able to change some of the rules. Students have no say. This is wrong."

"I believe that if less attention were paid to dress codes, length of hair, and color of skin, and more attention were paid to quality of education and student activities, regardless of race or creed, that everyone would be the benefactor."

"Stop fussing about hair styles and changing dress codes, but instead dwell more on the students' education and try to get them involved in their high school affairs, as well as the world around them."

"There should be less emphasis placed on controlling and disciplining the students, especially rules for length of hair and style of dress."

"Be more lenient on students, to a certain extent."

"There should be more emphasis on the educational benefits and less emphasis on punitive measures."

"Ease up on the dress codes and hair lengths. I can't see what difference it makes if you don't dress great, but have a will to learn."

"Less emasculation of male children. From a very young age, males are told to stay in line, be quiet, be neat, and obey orders. Adule males who retain these characteristics are called weak or effeminate. Granted, some discipline is obviously needed, but perhaps there could be more similarity between the standards of behavior for our boys and those which are acceptable for grown men."

"The high schools (administrators, teachers, etc.) should not attempt to enforce their moral standards upon the students."

Discipline Should be Increased

"I attended graduation this year and was very disappointed to see that they had done away with most of the dress codes. I have always been proud to be a graduate of my high school and was shocked to see all the long-haired boys and dirty-looking boys and girls in their baggy clothes. When I was in high school, we took pride in our appearance. I think they are a little free in some aspects and a little tight in others."

"Cut the hair on the boys."

"I would never want to see the dress codes changed, as some schools have done already. It creates a sloppy attitude in the students."

"Have them dress right. Get haircuts and shave and have more respect for teachers and elders, as well as other students."

"Don't let students always have their way of running the school."

"Since I was there, they have changed a lot of rules; that, I think, is terrible. I think that rules should be flexible, but they should be stricter."

"More discipline by both parents and teachers (the paddle should be put in use)."

"More discipline and more rigid grading standards."

"Stricter discipline! Teachers should be allowed to 'wring problem students' necks.' Ninety percent of the classroom problems stem from students' lack of discipline."

"Enforce rules, start teaching the kids something instead of letting the kids teach them things."

"Make the same requirements of girls as boys. Here, a boy is sent home because of his hair, yet a girl can go half nude and not one word is said."

"Have stricter dress codes."

"They should be more strict, because now they are allowing more freedom."

"Stricter discipline. I was amazed at the lack of respect for school teachers and officials stemming from a lack of discipline, which was a joke among the students."

"Return to some of the strict rules."

"Better dress code and enforcement of rules and regulations. I am ashamed to go to my alma mater and see what is going on today. It makes me sick. How can anyone learn under these circumstances?"

"School administrators in general should become more 'hard lined' on issues of dress codes, hair, and students' 'don't-give-a-damn' attitudes."

"My high school seems to have fallen apart since my class left. I think there should be more discipline. The teachers are fine. The kids are messed up."

"Keep the same strict rules we went to school under."

"I wish over the years the rules and regulations had not become so lax. Which they have."

"Stricter moral codes -- give teachers more liberties in demonstrating authority."

"At one time I was very proud to have attended my school, but now I am not, the standards have dropped. It needs more discipline. I was ashamed the last time I attended homecoming activities. My two-year-old son doesn't stand in seats like the 10th, 11th, and 12th grade students were doing."

"Get rid of the narcotics rings and enforce a dress code!"

"Go back to more discipline -- rules -- and have them followed."

"Better rules and regulations -- better enforcement."

"The changing times, granted, change schools, but I disagree with the standing conditions of allowing kids attending school in manner of getting the demands they are making on school boards, such as wearing rags to school. How can they adjust to the future and plan to maintain a good rating if allowed to be ragged and demand things and change to fit them on the fads of the day? If anything, comfortable clothes should be worn to school."

More Freedom Should be Allowed

"Be more liberal with the students. In college, you are treated like an adult person; in high school, you are treated almost the oppósite. It is a shame."

"More freedom for students in terms of personal judgments as to dress codes, etc. Teachers should treat students as if they were more mature and capable of handling themselves."

"Be less authoritarian; treat people less as ignorant children; give opportunities for self-expression."

"Administrators and teachers should not be substitute parents concerned with social conformity, but should be concerned only with providing a quality education."

"Let the student decide if he wants to attend class or not. Let him grow up without a note from 'mommy'."

"The school needs an administration willing to listen to students -- not dominate them."

"Make school a more liberal institute."

"Give them more personal freedom."

"The students should be given more control of their educational environment."

"More student participation in administrative decisions."

"The high school student needs more opportunities to express his feelings and to make his decisions; this includes the clothes he wears, the courses he is to take, and whether he will smoke or not. (Even though I don't smoke.)"

"Make schooling more like college, the responsibility on the students."

Self-Discipline

"High school students need to learn to be responsible and to have some discipline in their lives (self-discipline, too)."

"Help students discipline themselves in understanding their goals in life."

"More self-discipline."

More Classroom Discipline

"If more of the teachers were sincere about the courses they taught and really were strict, the student would learn more -- also, they should buckle down about cheating, this was awfully bad in our school, and kids playing hooky."

"The teachers being stricter and making the students work for their grades more."

"More control over students in classrooms."

"More and stricter courses."

"Have more teachers that care for the students and ones that will be somewhat more strict."

"Need stricter teachers -- some teachers are afraid of students."

"The school could be better . . . if it had teachers that would discipline the students."

"The teachers were much too lenient as far as discipline, grades and homework."

"Sometimes the teachers were not strict enough or did not have a way of communicating with students."

"Teachers don't have enough control over students."

"More discipline in classes."

"More liberal atmosphere, allowing students more self-decisions. More emphasis on teaching courses and less on teaching patterns of living, morals and standards."

"Allow flexibility in regulations. Let students be mature by making them responsible for their own behavior."

"More individual freedom than there was when I attended."

"The system of bells and hall passes is not working, either for order or for education."

"More free choices and less demands."

"Let them have more freedom."

"More liberal laws for the students."

"Teachers should treat students in a grown-up manner, and not like a bunch of children."

"Be more liberal with the students."

"The students are not children. They should be allowed to have an open campus. If they want to leave campus during lunch, it should be allowed."

"There should be an atmosphere of freedom instead of the strictness on the part of the staff at my high school."

"Treat students more like young adults and open school for entrance and exit as colleges do."

"Students should be able to leave campus for lunch and study hall."

"Give students more responsibility, more independence, to acquaint them with college life or life in general."

"It should be more relaxed, but should show how hard work prepares one."

"Students need more freedom and adult responsibility."

"Less stress on petty things, more freedom for students."

Less Classroom Discipline

"If teachers would stop criticizing students on the length of their hair or the way they dress. Also more discussion and class participation and a more relaxed attitude."

"More student participation and cooperation, and less teacher domination."

"Almost all the classes I had had a very formal and strict atmosphere. If the teachers had different attitudes on this matter, it would help the situation."

"A more relaxed mood in the classroom, rather than forced methods of teaching."

"Testing the teacher being more understanding with their students, not too strict with them."

CHAPTER 16

THE DROPOUTS

- As Seen By Those Who Were Graduated
- As They See Themselves
- Case Studies

THE DROPOUTS: DIFFERENT PERSPECTIVES

Texas high school graduates from the classes of 1963-64 and 1968-69 were studied from two viewpoints -- that of the students who were graduated from those classes, and that of the dropouts themselves.

The Texas Education Product Study questionnaire included two questions, asked primarily of students who did not complete high school graduation requirements, concerning the reasons that students drop out. Approximately one-third of the respondents offered their views in response to the questions.

The following three sections deal with the opinions expressed by (1) graduates in response to the questionnaire, (2) dropouts in response to the questionnaire, and (3) dropouts in response to more than 60 in-depth interviews accomplished largely by telephone.

The high school graduates, to a large extent, considered their own attitudes and problems in answering the questions. Several remarked that they had wanted to drop out of school, but had continued nevertheless. Most cited boredom or disinterest in classes as the primary reason that others dropped out.

Written opinions of the dropouts seemed superficial, clouded by a confusion of cause and effect. Almost 37 percent of the dropouts who responded to the questionnaire cited marriage and/or pregnancy as their reason for quitting. However, most did not discuss the factors -- such as disinterest in school -- which might have encouraged early marriage.

In one area -- marriage and pregnancy -- the written responses proved more informative than the telephone interviews. Women apparently were

less reluctant to mention premarital pregnancy in the written questionnaire than in the personal interviews, conducted by a professional interviewer with more than ten years of high school counseling experience.

While one section alone does not produce a totally accurate picture of the dropout, a combination of the three following sections builds a thought-provoking composite of the student who did not complete high school.

THE DROPOUTS: AS SEEN BY THOSE WHO WERE GRADUATED

The respondents who were graduated from high school were asked to comment on the reasons some of their classmates failed to graduate. The reasons cited (1,511 total) are summarized below in order of frequency.

REASON	SCHOOL DISTRICT SIZE* A	B	C	D	E	F	G	TOTALS
Disinterest in Classes	86	35	31	64	111	30	10	367
Family Problems and Poor Parental Guidance	35	11	8	30	76	16	6	182
Financial Problems	35	13	10	34	56	17	2	167
Uncaring Teachers and School Officials	38	11	19	27	48	13	8	164
Emotional Problems, Inability to Interact	36	11	13	26	38	12	1	137
School Does not Relate to their Needs	37	12	8	20	37	6	3	123
Lack of Motivation	19	8	10	19	34	10	3	103
Marriage and/or Pregnancy	19	8	6	15	36	12	6	102
Poor Grades	13	1	6	15	26	10	1	72
Insufficient Opportunity for Vocational Training	10	1	2	5	10	2	1	31
Desire for Independence	7	1	1	2	9	2	3	25
Non-Responsive Answers								40

*School districts have been divided into seven categories, as follows:

A - 5 largest districts (Houston, Dallas, Fort Worth, San Antonio, El Paso)
B - Other large city core districts - ADA - 15,000-50,000
C - Metro-fringe districts (suburban) - ADA - 15,000-50,000
D - Districts with ADA - 5,000-15,000
E - Districts with ADA - 1,000-5,000
F - Districts with ADA - 400-1,000
G - Districts with ADA - under 400
(Average daily attendance based on 1969 figures)

"Family Problems and Poor Parental Guidance" includes opinions on the effects of divorce and alcoholism and the failure or ineffectiveness of problem-ridden parents in urging their children to stay in school.

"Financial Problems" includes comments about students who had to work to support a spouse or parent(s).

"Poor Grades" includes opinions about the need for basic skills such as reading and studying.

Disinterest in Classes

Comments From Group A

"Boredom. Some students left because the system as it was when I graduated was quite inflexible and little effort was made to tailor it to the needs of the individual student."

"School is much like going to work, only you have a choice in the latter. In both cases you're spending eight hours -- the greater portion of your awakened life -- under direct influence of someone under whom you usually have no control. If you like your boss and the work he gives you is challenging and exciting, chances are good you'll stay. The same holds true for the student and his association with his teachers."

"School got rather boring around senior year. I wanted out of school very bad just so that I may attend college."

"High School, with a few exceptional teachers to relieve the monotony, was extremely dull. Boredom could play a major role in dropping out. Make school worthwhile and the kids will take interest."

"I finished, but the last year was unbelievably dull."

Comments From Group B

"Classes aren't interesting enough to hold the student's attention. Teachers who hate to see Monday coming and can't wait until Friday naturally have dull classes with students who don't care whether they participate in them or not."

"Smaller classes might have meant more time for teachers to devote to bored or uninterested students. Surely there is untapped talent hiding in these overcrowded classrooms that teachers don't have time to find out about."

Comments From Group D

"They probably feel that what they are taking is of no interest or need to them. The school should try to help these students instead of telling them that they have to take the required courses to finish."

"Some subjects are offered as experiences -- not 'learning experiences,' but as 'rote material.' Students find no interest in learning those rote subjects which will serve no purpose in their life."

Comments From Group E

"Some students quit school because they cannot find enough subjects to hold their interest. At the time I attended high school, it seemed that everything was geared for those who planned to attend college, and very little was offered for those who did not want to, or could not afford college."

"It was too dull -- several kids I went to school with quit because the school was not assisting them to enjoy life, not training them for a job. 'Academic kids' finish school. It's the 'slow' or 'vocational' ones that need your interest."

"Lack of interest in subjects offered. The fact that many teachers seem to be interested in only getting in eight hours and being able to see the student leave until the next day. My parents were the only reason I stayed to graduate from school."

"Required subjects didn't interest students. The school was too interested in courses pertaining to college preparation. If everyone has a desk job, there would be no one to do the factory jobs. Teachers need to realize even though 'brains' are important, common down-to-earth training such as sales clerks and factory workers is what the majority of the world is made of."

Uncaring Teachers and School Officials

Comments From Group A

"Teachers that pick and gripe too much. My brother dropped out because the teachers didn't try to understand him as a human being. And the principal jumped to conclusions so much he gave up trying."

"Lots of times, the students who are most susceptible to dropping out seem to spend more time in the office over minor disciplinary problems. This leads to missed classes, which leads to even poorer grades for these students. There should be some sort of afternoon disciplinary class so that these students could have their problems handled at some time other than during classes."

"It was my experience in high school to know several students who dropped. I always thought it odd that these students who were poor students as far as attendance were always suspended from school whenever they did anything wrong. If their attendance was poor to begin with and then they are suspended, by the time they came back to the classroom, they were extremely far behind and failing. Therefore, they lost even further interest. I also think that throughout schooling there should be special classes for students who are slow learners. It is demoralizing to put a slow learner in with average students so that he is made to feel stupid."

"Teachers stay on students' backs and most of them already have problems. Some students are unable to keep up with the class, and instructors don't have the understanding and patience they should have. Some of them make it known that they could care less whether you learned or not."

Comments From Group B

"Could be because faculty and supervisors were not involved with those students who could have graduated. Teacher, parent, and principal should confer with a student before he decides to quit."

"Teachers mainly are the cause of dropouts."

"Rude teachers who are only teaching for the money, rather than being interested in the students."

Comments From Group C

"Hassles and restrictions. Students are treated on the basis of the way they look and not given just treatment. Also they are not given any benefit of the doubt and are treated like they are in reform school."

Comments From Group D

"Counselors should be more helpful to students in letting them know what credits they are lacking a long time before graduation, because my brother was not notified until three weeks before graduation, and then he could not graduate."

"Teachers and administration who look on their job as an 'occupation' and have become stale over the years and lost their appreciation and excitement at being alive and blessed with the opportunity to help shape young minds. The minds of all men are not equal, in that they cannot and should not be forced to accept the exact same amount and type of education as everyone else. When some students can't keep up in math, history and other subjects, they are made to feel inferior. Public schools should vary their requirements to fit the student's needs."

Comments From Group E

"Teachers not paying attention to the student when needed."

"In several cases, I have seen that the teachers have not given the student a chance. Everyone won't do well on all assignments, but this should not have any effect upon their attitude toward the student."

"Teachers don't try to get along with them and help them; they instead look for things they do wrong and punish them."

"If a student decides to quit school, he must have his reasons, and the school should find them out. I'm sure if each would give a little, he would decide to stay."

"I feel the student wasn't made to feel he really mattered as a person. There were several teachers there at the time who were good about this."

"Poor teachers showing lack of interest in some students and offering little or no help."

"Ridden too hard by principals, superintendents, teachers. Makes them that much worse. Everything that goes wrong -- blame goes on the student. Generally picked on. You'd get a lot more with kindness; most children like to think they are needed."

Comments From Group F

"Too much emphasis on grades, teacher's failure for not recognizing student's needs and problems and then being able to handle them effectively."

"Neglect in a teacher caring for some of the students that aren't doing so well. I myself have noticed that the 'A+' students get more help and attention than those with C's and D's and F's. It is easier for some students to learn than for others. Those that have difficulty are more in need of help to learn than others that already know. A 'D' or 'F' student gets a feeling of neglect or not caring by a teacher and this feeling causes a dropout. A 'D' or 'F' student needs more help than an 'A' student."

Comments From Group G

"School could have talked to them."

Family Problems and Poor Parental Guidance

Comments From Group A

"I believe there is usually a lack of ambition from the students because of parental guidance. I feel that if I wouldn't have had the religious background that I did, I probably would have dropped out, because very rarely do you find a teacher in a public school who will ask you if there is anything wrong at 'home' or 'Can I help get information on how to solve your problems.' My mother is an alcoholic and married a total of three times. If anyone has ever had any experience with an alcoholic, that should be all that is needed to be said."

"Most, I feel, are either bored or they find no use in it, either because parents don't stress it, or they refute what their parents think."

"Family problems (I feel) are the number one reason. Getting in trouble is the usual reason for kids dropping out of school, and this boils down to insecurity and love which is not given to them by their parents."

"Probably poor guidance from parents -- poor sociological environment. When a child grows up in an environment where he doesn't learn from parents or peers the benefits of education, he lacks the ambition and perseverance to finish school."

Comments From Group C

"Lack of parental guidance may be one reason for dropouts. If parents had a stronger hand on their children, more would finish, and those that do would finish a lot better off."

"Home life. Parents don't care -- why should the students?"

Comments From Group D

"A lot of people need deepened counseling sessions.-- they should talk more about family problems and less about grades."

Comments From Group E

"Poor background with no encouragement at home. The education system also marks these students off as being 'unhelpable,' making value judgments because of their background; i.e., a banker's son would be much more encouraged not to drop out than would a trash collector's son."

"Family problems. Father and mother can't get along. Mother and father just don't care."

"Problems at home make it difficult or impossible to concentrate on something as comparatively frivolous as education."

"Broken home -- parents divorced or separated. Parents have little or no formal education and do not encourage children to attend school regularly."

"I feel a student who has an unhappy home tends to look at his teachers and fellow students as family. If no concern is shown toward him, he leaves both families, to face the world ill-prepared."

Comments From Group F

"Parents aren't as concerned as they used to be."

"I think that a lack of importance the parents put on education makes a lot quit. I know from personal experience that if the parents don't give kids a special drive for education, they wouldn't get it anywhere else. I was fortunate enough to have parents who thought an education was very important and came first before anything like a job or fun."

Financial Problems

Comments From Group A

"People do not complete school because of no money or little money."

"The desire to make dollars quickly -- not realizing that a good foundation is a must to advance."

"Having to devote so much time to a part-time job that their grades really begin to drop and they become discouraged."

"They have difficulties such as finances at home."

"Schools are not willing to cooperate with those students trying to graduate and work to help support the family. There are some required courses that could be eliminated in order that a student take other courses to train him or her for their future if they are going to school and working."

Comments From Group B

"Lack of parents' earning enough money, where students have to go to work."

Comments From Group D

"I think many dropouts feel the need to make money, to get a full-time job."

"Having to earn money for their family to live on."

"Financial problems which are family -- too big a family. They get a job."

Comments From Group E

"They want to make money early in life and get a new car, etc."

"Some kids have to work to help their family."

"The most common reason is to earn money."

"Some few students have financial problems and either must work to support their family or themselves."

"Most had to go to work."

Comments From Group F

"Sometimes, in large families, the youngster feels he must help his family and sacrifices his schooling."

"They want money and freedom from parents and school. They are just not ambitious enough. Even a student who has to support his family can finish high school through night school, or work at night and attend during the day. It depends on what he really wants for his future."

Emotional Problems, Inability to Interact

Comments From Group A

"Psychological problems and frustrations dealt by the administration. I believe most problem students are acting out a need of a psychological nature. They may (subconsciously or consciously) feel inadequate, inferior, unloved, etc. They might disturb class to get attention -- they are then rewarded with being punished. I believe that the high school years are a period of crisis in a person's life and deserve the understanding and care of a specialist. A mere counselor is not qualified to treat some (most) of the problems. Counselors are also associated directly with the administration -- this causes distrust among young 'rebels.'"

"In some cases, a slower student will resort to showing off and cutting up to cover his problem from his peers. Low grades tend to be bragged about and reinforce the student's feeling that trying will do no good. Teachers generally think bad grades are a result of the students' cutting up, and thus jump on them harder. The student finally sees the futility of it all and quits. Teachers should be alert to the situation. Cut-ups rarely have good grades. Students with good grades rarely quit."

"They perceive high school as a barrier or burden. Improperly motivated by fear or force."

Comments From Group C

"Inability to cope with regimented academia psychologically. If a student has reasons to harbor feelings of intellectual inferiority, he may be unable to resolve his frustration and helplessness. Many people lack the discipline or the key to realizing how to study."

"To me, the major reason is little attention is paid to their mental and personal problems. Nobody really takes the time to care about drop-outs."

Comments From Group D

"Teachers are not giving individualized help to those who need it, rather they give it to football and basketball players, cheerleaders, etc. All fun clubs should be done away with, including the reigns of people who are attending school for the fun, not the educational aspect of school."

"They are under too much pressure to do work which is not really important, and pressure to keep up with others. I think anyone who doesn't naturally have a pretty easy time with studies gets too keyed up about it, or just gets to the point where they don't care anymore."

"If a student is not accepted by his peers, he feels little inclination to stick around. He might also be drawn away by too many extracurricular activities."

Comments From Group E

"Frustration and disillusionment. I feel these two reasons are the two which I feel can be alleviated by the school itself. I believe there is a place and job for everyone, no matter what it is, and it is the responsibility of the school to help the student find this place."

"This would be rare, I think, but perhaps a certain amount of bitterness, of skepticism over the social class system that seems to pervade high school life. Inability to function on a social level in high school."

"The general courses required are too difficult for some students, and they are unable to compete with the other students in these courses. They feel defeated and then leave school, hoping to find a job where they will have a feeling of achievement."

School Does Not Relate to Their Needs

Comments From Group A

"Students' feelings that the subjects which they are required to take will not help them in everyday life. School should be applied equally to today, as well as yesterday."

"Students see no benefit to continue what, to their eyes and cumulative experience, is a worthless waste of their time and talents."

"Failure to realize the effect of failing to graduate in terms of limiting job opportunities or advancement."

"Students may feel that the required subjects have no relevance to the type of career they would like to pursue."

"It seems that many, including students now, do not receive schooling in a way that is pleasant nor applicable to their lives. What good is English Lit or chemistry to one who will be bricklaying, doing secretarial work or waiting tables? From knowing fellow graduates in these areas, the answer is none."

"They believe that what you learn in school is not applicable to daily life."

"Students feel that courses in high school have nothing to do with how the world really is. They are irrelevant."

"They normally don't like the 'must take' courses, which do not help one in getting and keeping a job today. The state may eliminate a lot of welfare. A sufficiently-trained person (which one could get from high school if courses for outside living were offered) could find a job and keep it."

"I think the reason is because there is so much taught that most people think they will never use; therefore, they think it is a waste of time."

"Too many courses are not in any way related to what the nonprofessional people need. For people who can't continue with college, they figure why waste those few extra years in high school when they could be getting on-the-job training."

Comments From Group B

"Lack of relevant courses to a good job, and boredom. No interest created, lack of courses and activities pertaining to life on your own -- no preparation for needed knowledge of things such as purchasing a house, car, insurance, borrowing money, investment, etc. No channeling of energies and interests in a useful direction. Wasted on trivial book sense. No common sense courses or training."

Comments From Group D

"Some people cannot understand how a course such as civics will help them find a job."

"They do not realize its importance, and few people really try to help them find something in which they can achieve success. They fail in many areas because they are not intelligent or motivated, and are tired of always meeting failure."

Comments From Group E

"Students possibly cannot relate high school requirements to life experiences."

"They probably feel what they study is not relevant to what they need."

"Unawareness of what education means in success terms. I believe that too much stress is put on higher education -- college -- instead of preparing 'individuals' for what they can do well and what they want to do well."

"They fail to see their place in society. I would consider ideal a situation where a student can work as an apprentice under someone in a vocation of interest to the student. Irrelevance is only part of the problem."

"Most of them said they weren't learning anything useful in their lives there. The subjects were unrelated to their needs."

Comments From Group F

"There is no relation between their wants and what is mandatory. Schools must offer what a student wants and needs to complete his life's ambition. Take a little time and find their points of interest."

Lack of Motivation

Comments From Group A

"If you know what you want to do in later life, you have something to strive for. If you don't care -- why finish high school or junior high?"

"Lack of a vivid goal."

"Apathy -- not caring."

"Lack of personal purpose, direction and worth."

Comments From Group C

"My high school offered little or no incentive for students to continue their education."

Comments From Group E

"Not caring about their future success or employment. Students don't realize the importance of their future and see no further use for furthering their education."

"They don't really care to go ahead. The responsibility belongs on the individuals themselves."

"They have no desire, goals, motive."

"The ones I knew that quit school didn't seem to have any desire to make anything of him or herself."

Comments From Group G

"Don't want to come, no ambition, no desire to learn, feel there's nothing here for them."

"They don't have the desire to finish. They think high school is a waste of time."

Marriage and/or Pregnancy

(Most respondents apparently felt that the words "marriage" and "pregnancy" were self-explanatory and needed no elaboration.)

Comments From Group A

"Some people want to get married early and get away from their parents."

Comments From Group C

"Having to get married -- becoming pregnant."

Comments From Group E

"Some people think they are in love at an early age and they get married and quit school, not realizing that this doesn't meet the national norms of our society, and the marriages usually fail."

"Pregnancy. More sex education is needed -- they teach the physical side of it, but the emotional side is much more important."

Comments From Group F

"In a small town, too many get married too soon, and have to quit to work or whatever they do."

Poor Grades

Comments From Group A

"Those who don't make good grades get bored and don't try."

"High school is overly competitive due to grades. Education is a beautiful thing, but it shouldn't be made a chore -- due to inflexibility, regimentation, and the emphasis due to grades."

"Too much pressure on grades, when in reality grades tell very little."

Comments From Group B

"I did not do well in high school and did not go to college because I did not (and still don't) know how to study. I was not taught how, or missed it along the way."

Comments From Group D

"Students are too often forced to make 70's in areas that do not relate to what they will need in life. Grades should not be important -- only knowledge.

"They get a poor foundation at the very beginning of schooling, causing an inability to read adequately. This prompts feelings of inadequacy, and, therefore, the 'I don't care' attitude."

Comments From Group E

"Not being able to make the good grades."

"Some students are unable to read and understand what they are reading and are too ashamed to seek help, and, therefore, feel they can't learn and lose interest and quit."

"Probably because they are flunking their classes."

"Lack of interest and poor grades (I think they are related)."

Insufficient Opportunity for Vocational Training

Comments From Group A

"Not enough vocational training. As an elementary school teacher, I believe there should be more vocational education at every level in a child's schooling. This, I think, would cut down on the dropout rate."

"Students need to be trained for a job or for a career. Not everyone goes to college. Too many people have to pay for career training after high school. There is a desperate need for more vocational training."

"School does not meet their needs for vocational, instead of academic, training. Allow students who can't perform academically to train strenuously in vocational fields. Perhaps even develop vocational and academic schools separately, allowing students to choose or perhaps transfer back and forth till they find out what meets their individual needs."

"Lack of interest because of formal courses offered; no opportunity to take courses that might not necessarily be needed for a vocation or college; lack of vocational courses."

Comments From Group C

"Lack of interest in what high school has to offer. It needs a vocational program."

Comments From Group D

"I believe more would complete high school if allowed more vocational courses."

"Vocational courses need more glamour. It was not considered a disgrace to be college prep material. Average students could be better advised to pursue vocational courses with no stigma."

"Lack of interest in courses, because they were too college-oriented. Not enough courses were offered for career opportunities right after high school."

"Lack of interest, uninterested teachers, feeling that they can get a job without training, classes not geared for vocationally-minded students, uninterest in courses. I feel that I am qualified to answer. I teach dropouts."

Comments From Group E

"Not enough course offerings, not enough trade or career education. Many students find the basic academic subjects of little value since the students found this boring and dull, they dropped out of high school. Really, many students were seeking an education that would help them learn a saleable skill, but found nothing offered."

"Not enough vocational training."

"Lack of vocational training courses -- not everyone wants or qualifies to go to college."

Comments From Group G

"Have more vocational-type courses offered."

"Not enough vocational courses."

Desire for Independence

Comments From Group A

"Some people feel a high school education is not important, that they can make it without it."

"They seem to be restless and feel they want to get out and make money instead of taking 'dumb' courses like English and math."

Comments From Group B

"He likes the feeling of power that a paycheck brings in."

Comments From Group E

"They can't see the absolute necessity of a high school education; they are in too big of a hurry."

"Most kids thought they knew everything there was to know. Classes were too large for teachers to give them special attention."

"A lot of students want to get into life right away."

"In my opinion, too many students want to grow up too quickly."

"They desire independence -- money-making."

Comments From Group F

"They get in too big of a hurry to be 'on their own.'"

Comments From Group G

"They think the grass is greener out in the everyday world."

THE DROPOUTS: AS THEY SEE THEMSELVES

Of the 218 responses from dropouts to two specific questions concerning reasons for dropping out, more than one-third (36.6%) cited either marriage or pregnancy as the major reason for students' leaving high school before graduation.

A summary of the reasons given for not graduating is presented below:

Reasons for Not Graduating	Size of School District							Total	Pct.
	A	B	C	D	E	F	G		
Marriage and/or Pregnancy	4	7	0	5	38	17	9	80	36.6
Disinterest in Classes	4	7	2	4	19	10	5	51	23.3
Conflict with School Authorities	6	5	3	3	18	8	3	46	21.1
Needed or Wanted to Seek a Job	4	3	2	1	9	7	5	31	14.2
Disinterested Parents or Other Family Problems	3	2	0	3	7	5	4	24	11.0
Failure to Realize the Value of Education; Inability to Relate High School to Needs	1	0	1	0	8	6	4	20	9.1
"Disliked School"	0	1	0	1	5	1	0	8	3.6
Poor Grades	0	1	0	1	2	1	1	6	2.7
Insufficient Credits for Graduation	1	1	1	1	1	1	0	6	2.7
Death or Major Illness in Family	0	0	0	0	1	1	3	5	2.2
Ill Health	0	0	1	0	1	2	0	4	1.8
Nonparticipation in Social Activities	0	0	0	0	2	1	0	3	1.3
Expulsion	0	2	0	0	0	0	1	3	1.3
Inadequate Preparation for High School	0	0	0	1	0	0	0	1	0.4

Although the respondents were not asked to assign a value to their decisions to drop out, 19 commented that they regretted the lack of a high school diploma, and 9 had no regrets.

RESPONDENTS' COMMENTS

The quotations that follow are from dropouts:

Marriage and/or Pregnancy

"I got married and planned on finishing, but couldn't financially. I'm glad now that I didn't finish. I'm happy with the job I've got and have a great future."

"Getting married is one reason for not finishing school."

"We had to marry."

"Most of the girls quit because they got married. That's why I quit."

"A lot of girls get married."

"The dean of girls of my last school disliked me because I got married, and made no means to hide it. The other kids teased me, and I'm a person that just cannot take teasing."

"Girls mainly became pregnant."

"I was pregnant."

"My quitting was because of pregnancy."

"Pregnancy due to marriage. At that time, those who had babies could not participate in sports activity. If we would have gone back, we could not have been a complete student without sports. I will continue to take all training that I can receive. Without education, we are really lost."

"Marriage -- my mistake and regret. I was an honor roll student -- no actual problems, but at the time marriage sounded more inviting. I plan to get my G.E.D. when I can get the money. It seems a shame I should pay for something I could've gotten free. I feel very fortunate to hold the job I have because of my lack of a diploma. Someday I'll have mine -- when I get the money."

"Some girls get married and have a baby. With help, they could complete high school."

"Married and moved. Other students made fun of me, and I was shy and afraid to stand up for myself."

"I got married and didn't finish school. I worked at two jobs -- helping my husband through college -- now, since he is through school and established in a job, I hope to further my education to help my family and myself to have a more comfortable life."

"I got married. I moved and started going to another school. I need help to finish high school. Correspondence school is expensive, but it means a lot to me. Is there some kind of help I may receive?"

"I got married in my junior year and moved to a different city."

"Most girls plan to get married and fail to see where the courses they take will be useful, and quit school and married sooner."

"As for myself, I decided to get married. I am very happy as a homemaker and a mother. If I had it to do over, I would quit school again."

"I got married. You see, one thing was I love my husband and I don't have to work. I hope some day I will finish school. But not now. I have a small daughter."

"Left to have baby, then was not able to go back, because of the baby and housekeeping responsibilities, but would like to go back to night school and be able to get a G.E.D. and get to college."

"Marriage. After a few years, I really did see how important finishing high school was and that is why I got my G.E.D."

"I was married and had been absent for several days under a doctor's care. So when I went back to school to see about when I could do my make-up work (some of which I had done already) the principal informed me that I should 'just go back home and take care of my husband,' that he and I both were troublemakers, and that he didn't need me in his school. I had spoken to my teachers previously and they wanted to help me, but I was told to quit."

"A lot of them get married, and for a long time they would not let married kids in. Are (sic) they wouldn't let them be in any extra activities, which is not fair, so you quit."

"I got married and did not have enough time with my husband, because he worked nights. No other reasons."

"I was expecting, and I had to found (sic) a job to take care of me and my baby."

"I became pregnant and I quit school in order to work and support my child, but after my child was a month old I returned to school but the teachers treated me different, so I quit again."

"I got pregnant illegitimately (the people at school would never accept me, I was a castaway). I had nothing to live for. My life was useless, meaningless, confused, torn, empty. I was not interested, because I was nothing."

"At the time I was going, it was because they got pregnant. They probably got pregnant because they didn't have the pill."

"I married before I quit high school, and instead of trying harder to keep me in school, no one seemed to care one way or the other if I came or not. It seems to me that if a student is willing to go on to finish high school, maintain a home of her own and keep a marriage working, that teachers should try to make it easier for them, but it was made harder for me after my marriage than it was before."

"I was married and didn't plan to have a job other than homemaker. I was taking family living, homemaking, Bible, assisting in one class, English, and government. I could sew, cook, etc., much better than what was being taught. I read more on my own than through the English class, and could learn government from books at home also. I would like to have finished high school, but I am much smarter than many (most) who did finish."

"I wasn't in the mood for school and thought marriage was more important."

"I was married in my last year of schooling. Soon after, I became pregant. I couldn't attend classes because of pregnancy, and couldn't afford evening or summer school classes."

"I became pregnant and couldn't go back to school."

"I got married and had a baby and had to work and support him and had too much trouble with the teachers and principal."

"I had to finish my last four courses of high school training at night because I was not instructed in school or at home on the subject of 'sex' and was too shy to ask, so I became pregnant and was forced to marry."

"I left because of pregnancy and helping to support my family."

"I was expecting my first child."

"I got married and had a wife to support."

Disinterest in Classes

"Mostly because they cannot get interested in the courses they are taking. What they need to do is cut down on English and history and find more interesting subjects. What I mean is, from the fifth or sixth grade they start on English and history, and by the time you are in high school you already know everything they are trying to teach you again. This can become boring after a while."

"I just got bored."

"Because they get bored of some teachers and rules."

"I wasn't interested in school and got married."

"Lack of interest -- not motivated."

"Tired of everyday routine."

"School not holding students' interest."

"Lack of interest in the things being taught. I personally felt trapped. I wanted to experience life and live. The last year didn't seem like that it would help me that much more in acquiring a job."

"I was uninterested in it. If I had it to do over, I'd have the good sense to finish. Because I'm older now and understand that everyone needs as much education as they can get."

"I believe the major reason why students quit school is because they're uninterested and feel they know it all and don't need schooling."

"Lack of more interesting subjects, instead of required subjects."

"They are bored with it."

"It becomes too long and routine."

"One finds himself unsatisfied or bored at school."

"Lack of application to studies, thus boredom."

"It seemed dull, and I just got tired of it."

"Not enough interest."

"Some got bored."

"No one cares enough to keep them interested."

"I was bored."

"I could not stay interested."

"I got tired of it -- thought I didn't need it at the time."

"I was not interested in school and had been working long enough to know I could support myself."

Conflict With School Authorities

"Character conflicts between student and teachers that cannot treat a person like an equal of other students that are endowed with a higher class of living. I had to skip school days to make money for things needed for school and personal needs. I did not have the spirit to go on after the ridicule and unfaithfulness of my English teacher and most teachers."

"Some teachers are very poor and lack in their teaching."

"The majority of instructors were middle-aged, and none bothered to take an interest in my future."

"The teachers are sometimes the responsible ones for the students not enjoying the courses they have to take to get out of high school."

"Not getting along with teachers and principal. The principal would not let me change English courses after mid-term. I told him I would quit school if he wouldn't. He said, 'Well, quit'."

"Some of the teachers didn't care."

"Didn't get along with the teachers."

"Teachers. I had a teacher tell me there wasn't any use in me coming to her class, because she wasn't going to pass me anyway. This is the truth."

"Most of the reason is that the big people don't care. No reason, except that I hated the high school so bad that if it were a person I would have killed it. But that was a long time ago, so now that I am a man I can look back and wish, only wish."

"I felt like the dean of girls and some teachers were being too strict on dress rules with some, like me. But, in other instances, for example, the people that worked in the office, they could do the same thing and not get sent home."

"Felt too confined by restrictions and teachers."

"I felt the biggest reason for not completing is the poor relation between teacher, counselor and student."

"No cooperation. The Texas school system is the worst I've ever been in. The teachers don't really care about the kids."

"Getting behind in studies, and the harassment that followed. Teachers not having enough control over students and the noise and distraction that took your attention away from the subject being taught."

"Because some school teachers ride the students too much."

"I did not finish school because all I needed to be able to play football was 1/2 credit. The principal was going to let me make it up, but the superintendent said no. That was the only thing I went to school for, and I had a chance to be good at the game. But the big man said no, so I left it with them. I worked and played a while and then went on to barber college, and I am doing real good at it."

"Teachers are very strict on you doing things their way."

"I could not get along with some teachers and the principal."

"Misunderstanding between students and teachers."

"In my case, I was very unhappy with a particular English teacher whom I thought was very unfair -- no one seemed to want to handle the situation. I had never made a failing grade before, and I had never had any trouble with English ever before."

"Some teachers make it too hard."

"I tried to cooperate with school supervisors, but could not. I could not seem to get done with school teachers. Most of them resented me and would not help me with my courses. If the teachers don't teach a student why should he stay in school?"

"I feel they needed more qualified teachers. Too many substitute teachers. Overcrowded classrooms. The teachers were there only to teach a course. If a certain student had a problem in a course, they would not help. Acted as if they did not care. Teachers bringing their personal problems into the classroom. If I did not understand a question and asked for help, they would say, 'You should have been listening,' even though you were."

"Problems with the school officials."

"From teachers that are not qualified. I was from a poor family. Teachers did not care whether we learned or not. Superintendents cared less if a child attended school or not."

"Can't get along with their teachers."

"Could not wear short dresses, and their rules. Did not like the teachers, and people was (sic) not friendly."

"I didn't get along with the teachers, because they were there to make money, not teach kids who wish to help themselves, but I was the one that lost out in the long run, and I'm planning on getting my G.E.D., soon, I hope. Thank you for caring."

"Wide variation in capabilities of teachers. Unable to avoid classes under poor teachers in favor of the better ones."

Needed or Wanted to Seek a Job

"I was forced out financially."

"The reason I quit school was because I had an offer for a job."

"I had to help at home because my mother was having a hard time with the bills, so I dropped out early to help her."

"Need to assist in family finances."

"I had to try and work to support my child and try to help Mother and the kids."

"Parent was unable to supply me with the things I needed, so I dropped out to get a job."

"To get an early start on a career."

"Low income in the family."

"Eagerness to get out and start making money."

"They feel they could be more useful working."

"I wanted to get a job to buy things like a car that I wanted but couldn't get while in school."

"I had to work."

"I wanted a job at the time."

"Some kids find a job that pays good money, and they think they have to quit."

"Need or want of money, or things money will buy. I quit because my family needed money, but when we were back on our feet, I had lost interest in school and got married. I really believe that finishing school would not have helped me that much in my job, and I have never sought a job where I was asked for a diploma, but now that I have been around, I would strongly recommend to anyone to try and finish high school. The courses may not relate directly to their job, but association with people and learning anything from someone else is something that can be used anywhere."

"I had to go to work."

"Financial reasons is one of the major reasons."

"I had to quit to work."

"It was a lack of money. We were a very low income family, and I was too embarrassed to ask for help."

Disinterested Parents or Other Family Problems

"Lack of parents' interest."

"Severe personal problems at home."

"Situation at home, I was anxious to leave."

"Lack of discipline in the home."

"Bad home situation."

"Parents are not hard enough on children. Too easy to get what I wanted, to distract me from what I really was interested in."

"I think if more parents were demanding toward their children about not going to school, there would be more completing. I would give anything if I could go back and finish high school. Because I can't even find a decent job if something happened to my husband."

"Maybe they have problems at home and want to get away from it."

"Problems in the home with parents."

"Family problems."

"I had family trouble and couldn't keep my mind on school. Because of home life I got to where I didn't care if I went to school or not."

"Problems at home."

"Some because their parents don't care or don't help them to get there."

"Not enough interest from parents."

"Parents splitting up and they need money. No other reason -- I loved school."

"I feel that people who did not finish high school is mostly because their parents didn't put enough encouragement into them to finish. So they felt that if their parents didn't care enough to take interest, they didn't either."

"Military service. My parents separated and I was living alone."

Failure to Realize the Value of Education; Inability to Relate High School to Needs

"Students are too young to realize the need for an education."

"The school don't (sic) help them to feel like they need to go to school or better there self (sic) for there (sic) life in the future. I don't like some of the courses we had to take. Because I don't think it would help us all that much in I're (sic) future."

"I didn't think I needed it."

"I felt a piece of paper (diploma) in Texas did a Black no good. So I quit school, married and left. Each state I travel to, I find a job in medicine that is good. Except my home state. Even Georgia."

"I thought I knew all I had to know. I was wrong! Boy, was I wrong!"

"Stupidity."

"I can't see how a high school diploma would have advanced me in my field. I've worked as a nurse's aide about two years, and now I'm going to start LVN school."

"Boys think they can do better on their own."

"A teen, as well as others, has a tendency to think of the present, not the future."

"Students did, and still do not, realize the importance of a good education."

"They don't realize at the time how important it is to finish."

"They think they know it all. I didn't think I would ever need it."

"(Mexican-Americans only). They cannot see the value in education because of discrimination in some jobs. In general, most young people dislike the responsibility that education puts on them."

"I thought it wasn't important at the time."

"They think they're grown up before they are. They don't know they're hurting themselves."

"Some felt school was unrelated to their lives; others felt they were wasting time."

"When I was in high school, I really didn't think it was that important to finish it. But now after 3 years out of school and without a diploma, I feel way down. If I had a second chance, I'd go back to school and graduate."

"I couldn't see where I was getting ahead. All I enrolled in wouldn't benefit a job, other than general education. I didn't like the same faces in the classroom every year (students)."

"I knew I could get by without it. A G.E.D. has qualified me for positions held by high school graduates. The G.E.D. took considerably less time, and I haven't ever been paid less than any high school graduates in the same position."

Disliked School

"Maybe because they just don't like it."

"Because some of them are dissatisfied with the system of the school. Some of the kids I know who quit was (sic) going to a White school, where most of them was (sic) White. And it discouraged them. But this don't (sic) pertain to Whites or why they quit. Some just don't like school, like Blacks."

"I didn't like what the school was teaching."

"Didn't like it."

"Dislike school."

"Did not like the school system."

"I just never liked to go to school."

"I didn't like school."

Poor Grades

"I had kept my grades up for basketball, and after breaking both ankles twice was told by a doctor not to play any sports. My grades started going down after that and I just didn't care, so I quit and went to work."

"My math teacher my sophomore year called me by my older brother's name and teased me when I didn't do very well, telling me how good he had been in math. And why couldn't I do that, which, after this, I would even do worse. All I wanted to do was flunk out of his class. Which I finally did."

"I did not make excellent grades because I was not encouraged and never intended to go to college, my parents could never afford that."

"Can't make good grades."

Insufficient Credits for Graduation

"I did not have the grade points and credits to finish. High school counselor and principal would not let me get out of a course I could not pass. So for this reason I did not finish high school. Because I did not have the grade points and credits. I would like to be a high school graduate in any way possible."

"Because the school board sayed (sic) I didn't lack enough credits to go back to school the next school year."

"Counselors mixing you up about what courses you should take. Then, when it is time to graduate, you don't have enough credits."

"I transferred from a parochial to a public school. I was told my credits would be enough. Three days before graduation, I was told I didn't."

Death or Major Illness in Family

"Father was in an accident and I dropped out early, but I have a G.E.D."

"Circumstances you can't help. Like death of a parent or parents."

"Father had an accident and couldn't work, and I had to take him to the doctor."

"Both parents died when I was young. I had to take care of my brothers and sisters."

"My reason was the death of my mother -- I felt I had to take her place, as I was the eldest. Someday, somehow, I'll get my high school diploma."

Ill Health

"I had epilepsy and couldn't attend school regularly. Also, my sister quit and was unable to care for me while I was in school."

"I was failing in subjects because of sickness a lot."

"I did not drop out because I wanted to, but due to an illness that kept me out of school in my senior year. I did graduate from a corresponding school."

"Lack of interest, or physical reasons."

Nonparticipation in School Social Activities

"I lived out of town and wasn't able to participate in any activities."

Expulsion

"I didn't finish school because they kept kicking me out, because my hair was over my ears or because I couldn't dress good enough."

"I was expelled."

"I got kicked out."

Inadequate Preparation for High School

"My reason is because it was too hard for me. My reading was not helped with in early years. If I had help in it, I think I could go through school with better grades."

THE DROPOUTS: CASE STUDIES

To offset the likelihood of a low rate of questionnaire returns from dropout students, the management of the Texas Education Product Study recognized the need for an intensive examination to be made of dropout members of the sample.

Through the use of open-ended questions and special in-depth interviewing techniques, qualitatively-enriched data were sought by telephone. Such information possibly would afford new insights into the dynamics of the high school dropout -- his attitudes, academic needs and frustrations, emotional reactions, and the psychological and social constellations that give rise to his leaving.

What is a good teacher like from the dropout's perspective? Which of his courses was most, and which least, helpful? Now, in retrospect and in the opinion of the non-graduate himself, why did he leave school prematurely? What influence did family -- whether broken or intact -- have on this occurrence? And, finally, what recommendations would those leaving or quitting school make toward attacking the dropout problem. The purposes of these case studies were:

- To extend the dropout sample beyond that obtained by written response to the regular questionnaire
- To complement and enlarge the regular questionnaire dropout findings with open-ended, free response data
- To encourage attitudinal responses about a variety of personal experiences and observations

- To afford a wider perspective of the academic, social, and emotional needs of the potential dropout
- To provide additional data for consideration of the reasons students fail to complete high school.

Sample Selection and Content

This sample was drawn from students in the 1964 and 1969 lists of non-graduates who either had not been located or had not responded to the Product Study questionnaire selection.* In this sense, then, they had eluded the mass sampling efforts. Their inclusion represents a compensatory effort toward representativeness, and toward balancing qualitatively, and to some extent, quantitatively, the dropout sample of written respondents.

Cognizance was taken of need for proportional balance in the group to account for ethnic, sex, geographic, and age differences. Interviewees not having telephones were pursued actively, so that in some instances interviews were conducted via a relative's or neighbor's telephone. From this awareness and attendant efforts, the sample emerged.

	Anglo		Black		Mex.-Amer.		
Year	Male	Female	Male	Female	Male	Female	Totals
1964	13	13	2	1	5	1	35
1969	12	5	3	1	4	3	28
Total	25	18	5	2	9	4	63

*A well accepted definition of the high school dropout is "a pupil who leaves a school for any reason except death, before graduation or completion of a program of studies and without transferring to another school." It is this definition that is applicable to the present study.

Method

After reaching the interviewee by telephone and after allowing a brief period for identification and gaining rapport, the interviewer asked twenty questions. Selected results are reported below. Contextual statements were for warm-up and clarification purposes and were varied slightly as the need arose.

Findings

Most helpful course. "Now that you've been out of school for several years, which one of the courses you were taking at the time you left high school seems to have been most helpful?"

English	24%
Mathematics	21
History	10
Other courses	35
None cited	11

Least helpful course. "And which course, looking back, was least helpful? That is, which course could you just as well have left off, perhaps?"

History	24%
Science	10
Other least helpful	46
"All helpful"	21

Favorite teacher (and subject taught). "Looking back again at about the time you left school, did you have a favorite teacher who stood out above all the rest? What subject did she (he) teach?"

English	25%
History	16
Science	10
Mathematics	10
Other courses	19
None cited	21

"Now we'd like to know, if you will tell us, why this teacher was your favorite. What there was that made her (him) stand out above the others." Fifty-one interviewees responded to this question, most of whom reported multiple reasons for their teacher selection. Emerging from the sum of total responses were the following "favorite teacher" characteristics, listed in approximate order of frequency:

1. Taught in a Creative, Up-to-date, Interesting, and Effective Style

   He knew his subject matter (3). Made class interesting. Got your interest through creative teaching. Taught effectively, you really learned. Did interesting things like experiments. Pushed me a little to make me study. Knew what she was doing. Kept up with times and related subject matter to current happenings. Talked more like a student. Would talk and cut up, but then buckle down at proper time . . .

   Taught without your knowing it. Not infallible, might make mistakes sometimes himself. Made class interesting in the way she said things. Showed practical applications. Used anecdotes. Dug into interesting things like collectors items -- barbed wire and horsehoes. Acted like he knew and was interested in the subject. Liked for you to ask questions. More class participation. Kept people interested with creative and unexpected ideas; it wasn't the same old thing . . .

   Did fun things like field trips. I could see the direct application. She taught us extra things like how to drive. She taught me a lot about life itself. Didn't push me -- "learn it or don't."

Took the class' suggestions. Down to earth -- no fancy way of telling it. Knew how to get our attention. Explained things in an interesting way. Gave us quite a few individual projects. The class participated. Taught you without your realizing it.

A fun class. Would do such things as bring records to class. Would help if you wanted him to, but it was up to you -- take it or leave it . . .

No generation gap. Told us little stories to make the subject interesting. Explained how the material would help us in the future. Taught us in an interesting manner -- not strictly by the book.

2. Good Personality and Bearing

Never rode anybody. Friendly. Got along well with everybody. A nice person (3). Had patience. We respected him. Good personality and very friendly. Good personality. Liked people . . .

Teacher was neat and handsome. We looked up to him and showed respect. Neat and clean. Wasn't on your back all the time.

Everybody liked him. He was a good friend and had a way with everybody. She was more lenient. You could talk to her. Didn't try to be too formal. Down to earth. Very nice. Never lost her temper. Friendlier toward students. We got along well personality-wise. My friend and I were cut-ups but she took it in stride. Kept her cool. Nice and easy-going. When a problem came up she kept her cool. Had a sense of humor. I could get along with him. He would laugh and cut up and carry on--but he could get serious when the time came. Nice personality. Pleasant attitude. Beautiful personality. Never got mad. Real cool. He was honest, man. I never saw his bad side.

3. Explained Things Well

Explained in a way you could understand. You could understand her. She made you understand. Took time to explain (2). Would explain and make meaningful. Made things clear. Explained things and made them simple so I could understand. The way she said things you could understand her. Got the subject over. Got the point across (3). Got the subject matter across. Explained in a way you could get a full understanding. I understood what she said. Explained things well (2). She took time to explain and didn't mind explaining. Explained it simply. If you didn't understand she'd take time to drive it in.

4. Showed a Personal Interest in Students

She paid for my psychology book herself. Personal attention; talked to one at a time. Understood my personal problems and made allowances for them. Helped me and gave me an interest. Had a personal interest in people. Took an interest in you as a person. He cared about each student problem in that course. She sorta got to know us. Very thoughtful and concerned about me personally. She got to know all of us and how we were--individually. She was interested in people--not just coming to work. Tried to help us in our first year of integration. She might talk to you individually. She showed a personal interest (2). She helped me understand myself and helped me overcome shyness and coldness toward others. He had an interest in students. He paid attention to what I was doing, and cared. She took an interest in each and every student, or made you feel that way. I was in personal trouble and he just accepted me when other teachers were uptight; and he included me in all activities.

5. Willingness to Help (Slow Students) With Learning Problems

Helped everybody. Helped anyway he could. She helped me more. Had a genuine interest in trying to help people learn. Liked for you to ask questions. If you didn't understand, she'd take time out to explain. Went out of her way to help us. More helpful. Would more or less ask if you had problems. She tried to help

everybody. He worked hard to help me catch on. Helped those who had the hardest time. Would help you anytime. Always tried to help. If you needed his help he was there.

6. A Fair and Respectful Attitude Toward All Students

No pets. Treated everybody the same. Some teachers teach like running cattle--this one in, this one out. Not the snotty type. Treated all alike: skin color didn't make any difference. Never looked down at me. If you tried she'd pass you. Didn't show partiality. Didn't harass me.

7. A Good Attitude Toward Teaching: Taught With Enthusiasm and Dedication

Enjoyed teaching and had enthusiasm for subject. It wasn't like he was doing a job--a different feeling in his class. He took part in school activities. Interested in subject. Was interested in his field. Her attitude toward the course. Would help you even on his own time. Was in school functions. Fostered school spirit. Was more concerned about our learning.

8. He (She) Was My Favorite Teacher Because of My Special Interest in That Subject

I was interested in the subject myself. I liked the subject (2). Because I was interested I could listen better. I enjoyed the subject matter. I was real interested in the subject. My favorite subject.

9. Understood Students and Communicated Well

She understood the problems of most high school students. He was understanding. She knew what we wanted and what we felt. She realized what I was going through and was understanding. Communicated well with whole class. She was young and made the class interesting. She knew what it was like to be young. She knew how to communicate.

10. Maintained Good Discipline and Good Student Relations

Firm disciplinarian but kept you in line in a way that didn't put you out. Had complete control. Class was properly disciplined. He knew how to handle students. He could explain things without getting mad when you didn't understand. Extremely strict in discipline. I enjoyed working for him.

Discipline

The interviewer explored attitudes on discipline: "We want your opinion on the discipline in your school and whether it was handled fairly. And so that we'll be talking about the same thing, let me explain what I mean. By "discipline" I mean the rules for being tardy, skipping school, misbehavior in the hall, dress, being expelled, and suspension. Would you comment on the way discipline was handled in your school and whether it was fair or not."

Generally fair	57%	Fair except for ethnic groups, married students, slow learners, and lower class students	10%
Fair except dress codes	14%		
Unfair	19%		

"Did you have any run-ins with teachers or principal?"

Had no run-ins	59%
Admitted to problem(s)	41%

Reasons for Dropping Out

Item 14 ("In general, why do students leave school before graduating?") was designed to precede Item 15 ("Why did you leave?") for two reasons. First, as a lead-in or warm-up question to afford added time for reflection--broadly and without threat--upon the causes for leaving school; second, as a means for checking and extending Item 15 responses to "Why did you leave?"

In theory, the psychological phenomenon of "projection" would suggest that respondents will ascribe their own motives for leaving school to other dropouts. From this theoretical reference, then, Item 14 might well duplicate Item 15. That such a phenomenon did, in fact, obtain is supported by (1) the quite similar responses to both questions, and (2) the respondents' frequent admissions that their Item 14 reasons for other students' leaving were, in reality, their own. Therefore, for purposes of this analysis, it was possible to combine the results of both items without significant loss.

Through the in-depth interview medium, respondents were encouraged to expand upon such generic replies as "family problems," "failing," "had to work," "teacher problems," and "immaturity." This technique usually resulted in helpful clarifications as well as multiple responses to each item. Such circumspection, however, was gained at the sacrifice of any easy quantification of single replies.

A direct tallying of Items 14 and 15 responses disclosed the following reasons for students' leaving school, in order of approximate frequency:

1. Failing and getting behind
2. Financial reasons
3. Family problems (other than financial)
4. Marriage and pregnancy
5. Teacher problems
6. Bored and disinterested in school
7. Courses irrelevant
8. Peer-group problems
9. A grown-up feeling
10. Personal problems
11. Disciplinary problems
12. Military Service
13. Other

In contrast to the above quantitative treatment, the total sample responses to Items 14 and 15 were also studied by tenor and context. This approach disclosed two complexes of school-leaving forces: Constellation I, a series of dynamic patterns that frustrate and repel; and Constellation II, resultant and secondary forces that attract students to out-of-school roles. These two motivating fields are schematized below.

CONSTELLATION I

School Repellents--Frustrating Forces and Circumstances
Disposing for School Withdrawal*
(Items 14 and 15)

1. Failing and getting behind
   - A. A defeated attitude
   - B. Embarrassment over failure
   - C. Teacher-directed hostility
   - D. Embarrassment from being over-age
2. Family Problems
   - A. A broken or unstable home
   - B. Inadequate parental nurture
   - C. Lack of parental supervision
   - D. Parental indifference to school
   - E. Emotional reactions with secondary learning disturbance
   - F. Rebellion and wanting to leave home
   - G. Displaced hostility toward classmates and teachers
3. Teacher Problems
   - A. Too little assistance for slow learners
   - B. Lack of personal interest in students
   - C. Showing partiality
   - D. Teaching "by the book "
4. Financial Problems
   - A. Working while going to school (fatigue)
   - B. Work-related absences
   - C. Embarrassed over lunches, fees, and clothes
5. Bored and disinterested in school
6. Courses Irrelevant
   - A. Too few vocational and non-college courses
   - B. "Beowulf, MacBeth, and diagramming "
7. Peer-group Exclusion
   - A. Threatened personal identity
   - B. Resentment and hostility
   - C. Compensatory adaptations
8. Disciplinary Problems (including rules for hair and dress)
9. Discrimination against married students
   - A. Restricted in school activities
   - B. Subtle disapproval of teachers
10. Learning Problems (Can be viewed as causal factors in syndrome 1, "Failing and getting behind," with similar sequela.)

*In approximate order of frequency.

CONSTELLATION II

Extra-School Attractions--The Lure of Adulthood Roles*
(Items 14 and 15)

1. Marriage and pregnancy.
2. Desire for financial independence.
3. A grown-up feeling -- "Thought I was a man (woman).".
4. Immature perception of job rewards -- "job glitter."
5. Out-of-school peers.
6. Military service.

---

*In approximate order of frequency.

Prior to any exposition of the above Constellations, it is well to note that these findings, by the very nature of the case, were derived entirely from subjective evidence; that is, subject-disclosed data, without benefit of personnel records. Consequently, there was no use of psychometric findings, grades, or health information.

Historically, the introduction of psychological test data has shown characteristic patterns in dropout populations for learning difficulties, scholastic achievement (notably reading), general intelligence, and socio-economic status. These observations are not to discredit the interview findings, but rather to help explain the de-emphasis of learning problems, per se, from interview results -- or the roles of other objective factors that may lie covert in school records.

It should also be acknowledged that repelling forces (Constellation I) were not always dominant for school leavers. Several girls in the sample who were apparently well-adjusted to school opted for early marriage. This group of students may have been motivated primarily by the cultural patterns of their particular groups. Similarly, a portion of male subjects seemed more goal-directed to job opportunities and military service than pushed by repelling forces. All of which suggests a myriad of relative weights and balances in the two larger fields of determinants.

Constellation I depicts factors that were frustrating and repelling for this sample of dropout students. Their greatest problem areas, as inferred from contextual statements, were classroom failures and difficulties at home. The present data, as noted above, do not disclose the role of learning or achievement deficits -- or perhaps functional limitations secondary to home

problems and emotional disturbance. But regardless of the causes of failure, its related dynamic patterns in this sample are rather transparent. They include: a defeated attitude or feeling of hopelessness; embarrassment over failure; teacher-directed hostility; and, subsequently, embarrassment from being over-age. All of this was usually compounded by truant behavior.

The implications of family problems are especially widespread. The dropout's parents, if consumed by personal involvements, may deprive their children of proper nurture and supervision, and show indifference toward their school achievements and activities. The child may become emotionally disturbed and ineffectual in school. Like his parents (whose attitudes he readily perceives), he loses interest in school. Rebellion and desire to leave home are common reactions. Manifestations of displaced hostility toward teachers and classmates may follow.

Teacher problems -- while "real" in some instances, with expressions of partiality and lack of interest in the individual student -- may also be related to the child's learning difficulties or improper course placement. Or, again, they may reflect frustrations from family problems or the failure syndrome that is depicted above. But the dropout perceives his learning difficulties as teacher-induced, and cries out for more individual attention and instructional help. He rebukes his teachers for partiality and "pets," and such unimaginative offerings as "teaching by the book."

Family financial problems can act to repel students through work-related absences and fatigue. Students may also be deterred by insufficient funds for lunches, fees, and "dressing like the others."

The above dynamic patterns, and those portrayed by syndromes five through ten of Constellation I, all militate to frustrate and repel. It is from this tenuous hold that the dropout candidate is now lured with increasing attraction toward a number of out-of-school roles.

Constellation II presents extra-school forces that attract many high school students, but before which the potential dropout is particularly vulnerable. Along with his normal propensities for growth and development leading to adult responsibilities, the student is now driven by a field of forces toward new adaptations in the out-of-school world. Marriage and pregnancy, the most popular reactions, are fostered by social-class roles. Financial independence is especially attractive to the economically deprived. A not-uncommon incentive for leaving school in this sample was a feeling of maturity -- of being ready for life, or the "I thought I was a man" indictment. Other students from the in-depth sample described a special attraction to the job rewards of out-of-school peers. That their rose-colored appraisals of these rewards were distorted is now a painful realization, and they think the schools should forewarn others of this pitfall. Military service offered the attractions of adventure, new experiences, and job training. Its lure was sufficient for a number of students who were already nudged by school-repelling forces.

In summary, this sample of in-depth interviews has suggested two Constellations or fields of forces that dispose for leaving school. Certain "reasons" for dropping out are seen as school repellents (Constellation I), while other classic reasons for leaving are now perceived as attractions to

out-of-school roles (Constellation II). Such resolutions as "marriage," "desire for financial independence," and "military service" become options for secondary attractions under varying degrees of stress. First priorities for combating the dropout problem, as inferred from this model, would be those repellents over which the school has greatest control; e.g., problems relating to teaching, grading, and course offerings and placement. And informational counter-measures, such as those portraying the economic advantages of a high school diploma, are seen as secondary efforts. It follows, then, that the most effective areas for attitudinal change would lie in Constellation I, the field of school repellants.

Family Relationship to Dropping Out

"Does a student's parents or family have anything to do with his dropping out?"

Yes	54%	Sometimes	17%
No	29%		

Effects of Broken Homes

"Now this question's somewhat personal, so you don't have to answer. But we'd like to know, were you, yourself, from a broken home? Let me explain our definition so we'll be talking about the same thing. By "broken home" we mean the student's father or mother was dead, or both dead; or, his father and mother were separated or they were divorced at the time he left school."

No	68%
Yes	32%

What Can Be Done To Prevent Dropouts?

"Now this is a difficult question. But we want your opinion on what the schools can do to prevent drops, or to help keep students in school until they graduate. We could go to some professor, of course, but we think people like you who've actually been there have something important to say on how we can keep students from dropping out."

The responses to this question were grouped into categories that are summarized below in order of frequency.

1. Curricular Changes Suggested by Dropouts

   More vocational-type courses should be offered -- and possibly at an earlier grade level -- to include such subjects as auto mechanics, air-conditioning, and electronics. The idea of the dignity of all jobs should be promoted. Also recommended was the expansion of the whole range of elective courses, the non-college curriculum, and on-the-job training. Also strongly recommended was some type of discussion group or course offering to instruct students in the areas of marriage, jobs, and "real-life" problems. The interviewees felt they might have profited from such an opportunity and perhaps avoided certain serious mistakes they made because of immaturity and not knowing the hard realities of employment and the outside world. Further, these discussion groups should delve into the advantages of education, particularly for reasons of financial security (young wives who might be left with small children to support). Smaller classes and classes for slow learners also were recommended.

2. Teachers

   Teachers should be interested in all students and show no partiality. They should be sensitive to student problems and alert to the symptoms of potential dropouts. Provisions should be made for teacher

conferences and individual help when needed. It should be the role of the teacher to inspire rather than push. Schools should select teachers who have good personalities, who are creative, and who enjoy their work.

3. Counseling (Professional or Teacher)

In this area, the dropouts recommend strongly that opportunities be provided for personal counseling, someone who will listen and show a personal interest. Vocational counseling and the need for someone to counsel with parents are also mentioned.

4. School Activities

More things "to get into" such as clubs, dances, and sports. Not just the academic club, but opportunities to "do important things like helping people in the community."

5. No Solution to the Problem

A group of respondents, approximately 15 percent, gave the opinion that the schools could do nothing to help with this problem, since it was up to the student or his parents.

6. Discipline

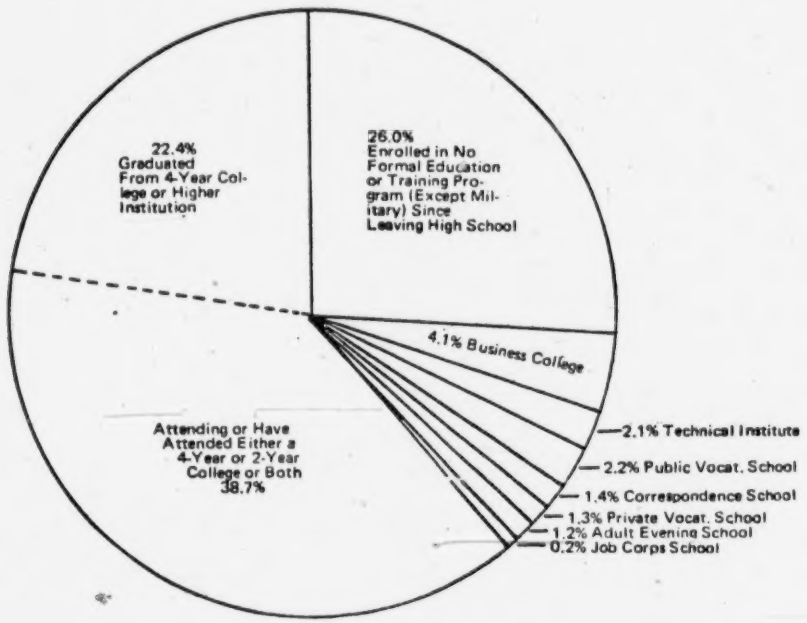
School rules should be meaningful, not petty. They should be administered fairly. More leniency should be extended toward married students.

CHAPTER 17

EDUCATION AND TRAINING AFTER HIGH SCHOOL

EDUCATION AND TRAINING AFTER HIGH SCHOOL

Approximately 78% of the 1963-64 group and 71% of the 1968-69 group enrolled in some type of formal education or training (other than military) after leaving high school. Types of training were:

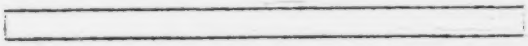
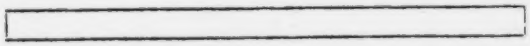
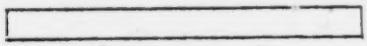
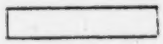
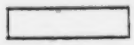
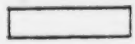
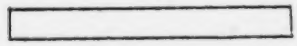

22.4% Graduated From 4-Year College or Higher Institution
26.0% Enrolled in No Formal Education or Training Program (Except Military) Since Leaving High School
4.1% Business College
2.1% Technical Institute
2.2% Public Vocat. School
1.4% Correspondence School
1.3% Private Vocat. School
1.2% Adult Evening School
0.2% Job Corps School
Attending or Have Attended Either a 4-Year or 2-Year College or Both 38.7%

Respondents reported post-high school enrollments in these fields:

Career Field	Pct. of Total	Career Field	Pct. of Total
Education	21.2%	Marketing/Distribution	2.2%
Health Occupations	6.9	Communications/Media	1.2
Office/Clerical	6.5	Equipment Operation	1.2
Finance	3.1	Agriculture/Agribusiness	1.1
Gov't (Public Service)	3.0	Personal Services	0.9
Construction/Engineering	2.5	Transportation	0.4
Electricity/Electronics	2.5	Manufacturing	0.3
Crafts or Trades, skilled	2.5	OTHER	11.0
Did not enroll, or made no response to question			33.7

Sixteen per cent of the 1963-64 group and 9% of the 1968-69 group reported having completed the program for which they enrolled; 20% of the 1963-64 group and 39% of the 1968-69 group were still enrolled.

Respondents gave these reasons for selecting particular schools or training programs:

34.5%	It was close to home.	
	It was recommended by:	
34.4	Friends	
24.1	Parents	
10.1	High School Teachers	
7.5	High School Counselors	
1.0	Rehabilitation Couns.	
8.1	Representatives of the Institution	
18.7*	Other Reasons	

The 3,744 enrollees in formal education or training programs beyond the high school reported the following means of support:

Type of Support	Times Mentioned	Pct. of 3,744 (Total Enrollees)
Parents	2,509	67.0
Worked par: time or more	2,224	59.4
Scholarship	538	14.4
Loan	528	14.1
Spouse worked	493	13.2
Veterans Administration	303	8.1
National Defense Education Act	240	6.4
Social Security Administration	156	4.2
Vocational Rehabilitation	40	1.1
Manpower Development Training Act	25	0.7
Other	243	6.5
	7,299	195.1*

*The percentage totals exceed 100% because respondents were asked to check all items that applied to them.

Respondents were asked to check (among 11 alternatives) or write the reasons some education or training programs were discontinued before completion; 3,401 reasons for discontinuance were categorized according to the importance respondents assigned to them:

	Of Some Importance	Fairly Important	Most Important
Needed to work	96	162	287
Got married	73	78	261
Did not hold my interest	135	139	158
Did not relate to what I wanted to do in life	99	104	141
Grades were too low.	137	84	80
Teaching was not good.	118	70	78
Needed at home	53	52	77
Too expensive in respect to benefit gained	114	86	72
Did not offer subject(s) needed	64	37	43
Health problems	27	21	40
Wanted to be with friends who were not in the program	24	16	12
Other reason	3	18	342
TOTALS	943	867	1,591

An analysis of the 363 responses in the "Other reason" classification revealed military service and pregnancy as the most important reasons not listed on the questionnaire.

The percentages of respondents who, at the time of the survey, were planning to enroll for additional education or training are summarized by the types of institutions in which they plan to enroll:

	1963-64 Group	1968-69 Group
Senior Colleges, Professional and Graduate Schools	38.0%	44.4%
Junior (Community) Colleges	6.1	6.8
Business Colleges	1.7	3.0
Correspondence Schools	2.9	1.2
Vocational Schools	1.5	2.4
Apprenticeship Training	1.4	1.6
Technical Institutes	1.2	2.4
Evening High Schools	0.7	1.0
TOTALS	53.5%	62.8%

The preceding percentages would be misleading if used to compare types of institutions. All members of the sample who had and were able to carry out plans to attend programs of three years duration or less had time to complete them before this survey was made. Present plans for senior college, professional, and graduate schools belong to many persons who earlier attended junior colleges. Seventeen percent of those entering formal education or training beyond the high school checked the junior college as the institution where they spent most of their training time.

Occupational Training

On a percentage basis, the respondents who left high school in 1963-64 after following a general education curriculum led the total sample in completion of occupational training programs in which they had enrolled. Percentages of completion of occupational training programs, based on year of leaving high school and type of curriculum followed in high school, are as follows:

Curriculum Followed In High School	Completion of Occupational Training By Year of Leaving High School	
	1963-64	1968-69
Pre-College	13.66%	5.91%
Vocational	17.83	13.31
General Education	27.79	14.21

Respondents in the general education sub-group of 1963-64 led the total sample (on a percentage basis) in deciding to enter the occupational fields for which they had trained. Percentages of respondents who decided to enter the occupational fields in which they had trained are as follows:

Curriculum Followed In High School	Respondents Deciding to Enter Occupational Field in Which They Had Trained 1963-64	1968-69
Pre-College	19.33%	19.73%
Vocational	23.77	20.87
General Education	28.20	22.43

The lengths of time respondents spent in occupational training are as follows:

Length of Training	Percentage of Respondents By Year of Leaving High School 1963-64	1968-69
Up to 6 Months	5.17%	4.03%
Six to 12 Months	5.82	4.55
Twelve to 18 Months	1.99	2.85
Nineteen to 24 Months	3.13	3.50
More than 24 Months	11.54	10.25

More than 26% of the 1963-64 respondents said they had been correctly informed about the cost of the occupational training program before entering it; 23.13% of the 1968-69 respondents said they were correctly informed.

Slightly less than 20% of the 1963-64 respondents and 39.41% of the 1968-69 respondents said they are currently enrolled in occupational training programs.

Plans for Further Studies or Training

The percentages of respondents (by year of leaving high school and type of curriculum followed while in high school) who reported plans to enroll in further studies or training programs are as follows:

Curriculum Followed In High School	Respondents Planning Further Studies/Training By Year of Leaving High School 1963-64	1968-69
Pre-College	68.97%	80.26%
Vocational	46.07	59.60
eneral Education	43.01	54.96

Respondents (classified by year of leaving high school and curriculum followed while in high school) reported intentions to enroll in studies or training in the following fields:

STUDIES OR TRAINING	Pre-College 1963-64	1968-69	Vocational 1963-64	1968-69	General Ed. 1963-64	1968-69
Agriculture/Agribusiness	1.61%	2.00%	2.12%	5.74%	1.13%	1.36%
Communications/Media	4.31	4.55	1.91	1.05	1.70	3.42
Construction/Engineering	2.78	3.78	2.54	2.42	1.99	3.76
Craft or Trade (Skilled)	3.32	4.01	2.54	5.90	3.98	7.02
Education	24.28	24.34	12.51	13.76	7.69	7.70
Electricity/Electronics	3.32	6.07	3.18	2.42	5.98	7.02
Equipment Operation	0.44	0.59	0.42	1.81	1.13	1.36
Finance	6.02	5.31	2.12	3.02	1.70	3.42
Government (Public Service)	4.67	5.08	1.48	1.51	2.27	3.42
Health Occupations	6.92	11.11	6.15	8.77	2.56	5.47
Manufacturing	0.89	0.53	0.63	0.90	0.85	0.51
Marketing and Distribution	4.40	5.08	2.33	2.26	1.99	2.73
Personal Services	0.26	0.47	1.48	2.42	0.56	1.88
Office/Clerical	2.51	5.31	5.94	10.28	6.83	10.95
Transportation	0.62	0.82	—	0.45	0.56	1.36

The largest percentages of respondents from both the 1963-64 and 1968-69 groups plan to pursue further studies or training at the senior college level (including graduate and professional schools). The next-largest groups of both years hope to enroll in junior colleges.

The types of institutions in which the respondents plan to enroll are summarized as follows:

Type of Institution		
Senior College and BEYOND (Including Professional and Graduate Schools	1964	37.97%
	1969	44.39
Junior Colleges	1964	6.12
	1969	6.78
Business Colleges	1964	1.74
	1969	3.04
Correspondence Schools	1964	2.93
	1969	1.24
Vocational Schools	1964	1.54
	1969	2.42
Apprenticeship Training	1964	1.39
	1969	1.60
Technical Institutes	1964	1.19
	1969	2.39
Evening High Schools	1964	0.69
	1969	0.98

The above data should not be used as the basis for comparing starting-gate preferences. Students who had and were able to carry out their plans to attend institutions of less than 4-year duration had ample time to do so before this survey was made. For example, most of those who completed junior college but continued the pursuit of college programs would be accounted for above only in the figures indicating plans for senior college, professional, or graduate school training.

SPECIAL TRAINING RECEIVED IN MILITARY SERVICE

Because of their broad range of occupationally-related training opportunities, the military services offer a curriculum that could challenge high schools' appeal to students' vocational interests. Although this Study's respondents did not address themselves to quality, accessibility, acceptability, efficiency, and cost-effectiveness of military training, this report on the types of training they received could have important implications to planners and policy makers for Texas high schools. One may wonder, when reviewing this report, whether the areas of training selected by Texas "products" varied from those selected by the ex-students from other states. For example, was the high interest manifested in electronics, the health professions, radio, electricity, and mechanics caused by needs unfulfilled in high school? Or did the experiences in high school create the attitudes favorable for such training?

Information emanating from this Study on vocational training in the military does not come from the military and cannot, therefore, be viewed as recruitment propaganda. It shows clearly and conclusively that four out of five training programs in which 646 ex-students said they participated are related to possible civilian occupations. The data invite an hypothesis that the military services might be serious competitors with high schools lacking well-developed vocational training opportunities. A significant difference, of course, is that the military services not only have virtually every program found in the public schools, but they also pay the participants for taking the training.

In rank order based on the frequency of responses concerning them, the following categories of military training summarize the reports received from the 646 respondents who said they received special training while in the military:

Training Area	Frequency	Percentage of Total
1. Electronics, Electricity, Computers	82	12.69
2. Ground Combat-Type Training Activities	76	11.76
3. Communications (Radio, Teletype)	66	10.22
4. Administration Activities (including Personnel, Clerical, Postal)	61	9.44
5. Medical, Dental, Nursing, Paramedical Areas	51	7.87
6. Aircraft Maintenance, Air Traffic Control, Aviation	48	7.43
7. Mechanics, Welding, Machine Shop	45	6.97
8. Accounting and Finance; Supply	40	6.19
9. Engineering (including Petroleum and Chemical)	39	6.04
10. Education (including Officer Training and Language Instruction)	39	6.04
11. Security (including Intelligence, Fire and Police Protection)	26	4.03
12. Transportation and Heavy Equipment Operation and Maintenance	22	3.40
13. Food, Recreation, Other Life-Support Services	18	2.78
14. OTHER (unclassified)	33	5.11

Only in items 2 and 6 above does the value of the training appear to be predominantly for military use. Item 6 includes numerous mechanics and air

traffic control personnel whose military training might fit readily into the civilian world of work. The courses least likely to have direct civilian application, therefore, are included in the Ground Combat-Type Training Activities (item 2).

An important question, not answerable from present data, is whether some individuals feel that they are coaxed into military training programs for which they have neither aptitudes nor interests. For example, did the two respondents who received training to become "Sentry Dog Handlers" view this as a vocational interest?

Other specific training titles listed by respondents will further illuminate the breadth of military training in which they participated:

Flight Training
Construction
Systems Analysis
Nuclear Power Plant
Photo Interpretation
Instrument Repair
Radio Operator
Generator School
Dermatology Technician
Operating Room Tech.
Water Purification Machinery
Passenger & Household Specialist
Correctional Specialist
Instructor Training
Structural Mechanics
Psychiatric Technician
Drug Abuse Control
Recreation Management
Clerk-Typist
General Motors Tech.
Calibration Techniques
Reciprocating Engines
Traffic Analysis
Dental Technician
Diesel Theory
Music Theory
Corrosion Control
Dry Cleaning
Offset Printing
Wheel Mechanic
Cardiac Care
Cryptoanalysis
Telephone Construction
Telephone Cable Splicer
IBM Operator
Loadmaster School
Law Enforcement
Urology
Weather Radar
Air Conditioning and Heating
Leadership
Lab Specialist
3-M Records System
Hydraulic Engines
Logistics
Transportation Processing
Trailer - Truck
Projectionist
Meat Cutting
Pressurization
Jet Mechanic
Optical School
Teletype Repair
Boilerman
Utilities
Surveying
Inventory Mngt.
Data Processing
Heavy Equipment Mechanic
Public Relations
Steam Turbines
Gyro Electrician
Carpentry
Survival Equipment
Languages: Russian, Vietnamese, Arabic
Weapons Mechanic

The staff did not try to ascertain whether the following course titles were given flippantly: "Killing" and "Gorilla Warfare."

CHAPTER 18

CAREER GOALS

CAREER GOALS

At the time of this survey, approximately 77% of the employed members of the 1963-64 group were working in what they claim are their career fields; approximately 53% of the employed members of the 1968-69 group claimed to be working in their career fields.

Each respondent was asked to specify his or her career goal. For both groups, the teaching profession emerged as the predominant career field:

1963-64 Pct.	Field Location of Career Goal	1968-69 Pct.
17.5%	Education	16.0%
7.3	Health Occupations	9.6
7.1	Office/Clerical	8.6
5.4	Finance	4.7
5.4	Marketing and Distribution	4.3
5.0	Government (Public Service)	4.4
3.5	Construction and Engineering	2.9
3.4	Crafts and Trades	3.5
2.9	Electricity/Electronics	2.5
2.3	Agriculture/Agribusiness	2.3
1.5	Communications/Media	1.6
1.3	Transportation	1.0
1.1	Equipment Operation	1.4
0.8	Personal Services	0.8
0.7	Manufacturing	0.5
14.1	OTHER	10.8
20.0	No Career Goal or No Response	24.9
99.3%	TOTALS	99.8

The times when respondents chose their present career goals are summarized, by year of leaving high school:

Career Decision Was Made:	1963-64 Frequency	1963-64 Pct.	1968-69 Frequency	1968-69 Pct.
During elementary school years	99	7.2%	150	7.3%
During junior high school	100	7.2	197	9.5
During high school years	359	26.0	693	33.6
While attending college	345	25.0	622	30.1
While working on a job after leaving formal education	461	33.4	378	18.3
While studying in proprietary school	18	1.3	24	1.2
TOTALS	1,382	100.1%	2,064	100.0%

The most undecided group concerning present career goals were the dropouts. Giving no response at all to the question concerning present career goals were 42.85% of the 1964 dropouts and 48.03% of the 1969 dropouts. Approximately one-third of the Black respondents for both years listed no career goal, as did 32.52% of the Mexican Americans of 1969. Approximately four of every five Anglo/Others listed a career goal. Those most aware of a present career goal were the single females of 1964 (86.72%) and the married males of 1964 (83.45%). Considerable career indecision existed among the respondents from the smaller school districts (Group E, 26.82% with no career goal; Group F, 30.06%; Group G, 27.27%).

The Leaders: Education, Health Occupations, Office Work

Members of the sample were asked to put into writing their present career goals. Coders then translated the responses into a list of 15 career fields, led in order by Education, Health Occupations, and Office Work.

Education was the top career goal for all groups except the dropouts and general education groups. Education as a career goal was listed by 17.52% of the 1964 group, compared with 15.95% of the 1969 group. Education appears to be a stronghold of single females: 27.97% of the 1964 single females chose education, as did 26.16% of the 1969 single females. Marriage is seen as possibly diminishing, but not removing, education as the continuing career choice of women: 23.25% of the 1964 married females and 16.24% of the 1969 married females listed education as their present career goal. The smallest school districts (Groups F and G) were several percentage points below the larger districts in the number of students choosing education as their present career goal.

Health Occupations ranked second, exceeded only by education as the career goal choice of the entire sample. It was relatively more prominent as the career choice of 1969 females, especially in the metropolitan areas. In the entire sample, 139 males and 296 females chose Health Occupations. Fifty of the 435 who checked Health Occupations as a career goal followed a general education curriculum in high school. Of all the 15 career fields the difference between the percentage of 1964 respondents choosing Health Occupations and the percentage of the 1969 respondents choosing the same field was larger than the between-years difference occurring in any other field. From the 1964 group, 146 (or 7.26%) of the respondents named Health Occupations as a career choice; from the 1969 group, 293 (or 9.60%).

Office/Clerical included the third-highest number of "present career goal" choices. It was checked by 336 females and 61 males, and was named with almost equal frequency, on a percentage basis, in all sizes of school

districts. Percentages based on the choices made in this field ran higher among Mexican Americans and slightly higher among respondents whose high school programs were coded as vocational.

Marketing and Distribution ranked first as the present career goal of married males (10% of the 1964 married males and 8.80% of the 1969 married males). In the entire sample, however, Marketing and Distribution ranked fifth as a career goal behind Education, Health Occupations, Office/Clerical and Finance. Although relatively few respondents named career goals in the Marketing and Distribution and Manufacturing categories, 15.81% of the respondents' present jobs (or lost jobs, if unemployed) were within those two areas.

Finance and Government (Public Service) were in a close contest for the second-place ranking of career fields selected by single males. Finance was the choice of 8.42% of the 1964 single males and 5.97% of the 1969 single males. Finance was the career choice of 140 males and 108 females. Government (Public Service) was the choice of 162 males and 73 females.

Construction/Engineering, the present career goal of 145 males and 9 females (3.10% of the entire sample), was tied with Marketing and Distribution as the second-ranked career choice of 1964 Blacks.

Crafts and Trades (Skilled), listed as the present career goal of 3.45% of the entire sample, attracted 68 females and 104 males. No significant difference existed between the percentages choosing this field in the 1964 and 1969 groups. Persons choosing this field came predominantly from metropolitan areas.

Agriculture/Agribusiness was the career goal of 97 males and 18 females, or 2.27% of the entire sample. The percentages were virtually the

same for both the 1964 and 1969 groups, but dropped below 1% in the two groups of largest schools and rose to 6% in the groups of smallest school districts. Three Mexican Americans, five Blacks, and 107 Anglo/Others said they plan careers in this category.

Electricity/Electronics was a present career goal of 121 males and 13 females (2.66% of the entire sample). On a percentage basis, interest in this field was slightly greater among the 1964 group than among the 1969 group. One possible explanation for this is that the longer persons are away from high school, the more likely they are to discover career possibilities in areas of study not generally available to high school students.

Communications/Media was the career goal of 47 male respondents and 32 female respondents, comprising 1.58% of the entire sample. One Black and four Mexican Americans identified this field as their present career goal.

Personal Services (exemplified by barbering and cosmetology) was named as the present career goal of only 41 persons, less than 1% of the total sample. Twenty-eight of the 41 respondents in this category were from school districts having less than 5,000 average daily attendance. Twenty followed a general education curriculum; 30 were married females.

Manufacturing was selected as a present career goal by only 46 respondents (less than 1% of the total sample), 44 males and 2 females. Respondents who chose Manufacturing came more from small than large districts. The following percentages of the total sample for each group chose Manufacturing.

Group E	6.00%	164 were in Manufacturing at time of survey
F	7.12	
G	9.39	
Group A	5.91%	126 were in Manufacturing at time of survey
B	5.72	
C	4.01	
D	2.85	

Equipment Operation was named as a present career goal by 22 females and 43 males, including 8 dropouts.

Transportation was named as the present career goal of only 1.12% of the respondents in the total sample (14 females and 42 males), but was the goal of more than 2% of all married males.

CHAPTER 19

EMPLOYMENT EXPERIENCES

EMPLOYMENT EXPERIENCES

At the time of this survey, 23% of the respondents reported they were not employed. Nine percent said they had never been employed; 14% said they previously had been employed. Eleven percent said they were "housewives not otherwise employed." Three percent were self-employed.

Only 45% of the total sample of 5,063 indicated they were working on a full-time basis -- this included 51% of the 1963-64 total group and 36% of the total 1968-69 group.

By sex and marital status, the percentages of employed respondents who had been with their present employers more than one year are:

Sub-Group	Total in Sub-Group	Number Employed	Number Employed More Than 1 Year On Present Job	Pct. of Total Employed With Tenure Of Year or More
Single Females, 1964	143	128	91	71.1%
Single Females, 1969	753	481	209	43.5
Married Females, 1964	886	413	261	63.2
Married Females, 1969	954	459	212	46.2
Single Males, 1964	273	221	139	62.9
Single Males, 1969	820	539	226	41.9
Married Males, 1964	680	627	418	66.7
Married Males, 1969	500	439	220	50.1

Although respondents named as their career preferences three other fields, Education, Health Occupations, and Office/Clerical, Marketing and Distribution ranked first as the present source of employment for respondents who were employed (or had been employed since high school). Shown the names of 15 fields or categories and asked "In what kind of work is your PRIMARY employer (or

FORMER employer if you are no longer employed) engaged?", 3,954 respondents answered as follows:

Employment Field	No. Empl. & Pct. of Total		Employment Field	No. Empl. & Pct. of Total	
Marketing & Distribution	511	12.9%	Communications/Media	156	3.9%
Education	483	12.2	Office & Clerical Svcs.	139	3.5
Health Occupations	292	7.4	Agriculture/Agribus.	136	3.4
Manufacturing	290	7.3	Craft or Skilled Trade	128	3.2
Government (Public Svc.	271	6.9	Transportation	114	2.9
Finance	266	6.7	Personal Services	69	1.7
Construction/Engrng/Arch.	228	5.8	Equipment Operation	47	1.2
Electricity/Electronics	160	4.0	OTHER	664	16.8

By specialization and year of leaving high school, the 1964 pre-college respondents led all other sub-groups in the percentage of the sub-group earning more than $650 per month:

Gross Earnings Per Month	Pre-College Group		Vocational Group		General Ed. Group	
	1963-64	1968-69	1963-64	1968-69	1963-64	1968-69
No Information	20.8%	27.2%	29.5%	31.2%	25.4%	28.4%
Less Than $217	2.2	11.8	3.6	6.7	1.7	6.0
$218 to $325	4.0	17.7	6.3	17.9	7.4	12.5
326 to 433	7.5	17.7	11.9	18.6	11.4	22.3
434 to 650	22.5	19.2	24.6	19.4	25.4	21.2
651 to 867	21.3	4.3	14.0	3.9	18.8	6.0
868 to $1,084	10.9	1.4	5.5	1.2	6.0	2.1
$1,085 or More	10.8	0.7	4.5	1.2	4.0	1.5

Since leaving high school, 90% of the 1968-69 group and 96% of the 1963-64 group have held at least one job. To a question concerning the relationship of their high school courses to the first job they held, respondents checked the following categories:

Pct. of 1963-64 Group Making This Response	Response	Pct. of 1968-69 Group Making This Response
45.9%	"No relation I could see"	48.8%
15.5	"Almost completely unrelated"	11.8
22.2	"Somewhat related"	18.3
6.9	"Closely related"	5.6
5.5	"Directly and very closely related"	5.5
4.0	Never employed or no response	10.1
100.0%		100.1%

Respondents were asked to indicate "the course most valuable to you in terms of the work you did on the first job you held after leaving high school." The results indicated that all six vocational areas achieved a higher percentage of the job preparation tasks between 1964 and 1969:

Curriculum Area of the Most Valuable Course On Respondent's First Job	Pct. of Total for 1963-64	Pct. of Total for 1968-69
Typing, Shorthand	27.1%	26.5%
Mathematics	26.3	22.1
English, Literature	10.6	7.8
Bookkeeping	6.1	5.8
Natural Sciences	5.1	3.9
Vocational Agriculture	4.7	4.8
Fine Arts	3.9	3.1
Health & Physical Education	3.5	5.2
Vocational Industrial Education	3.2	6.0
Vocational Homemaking	2.9	4.8
Vocational Office/Business	2.8	4.5
Vocational Distributive Education	1.4	2.8
Social Sciences	1.4	1.0
Foreign Languages	0.4	1.1
Vocational Health Occupations	0.4	0.7

Respondents who had resigned jobs were asked to check their reason(s) for resigning. They were invited to check more than one reason. A total of 6,915 checks resulted:

Reason for Resigning	Number of Respondents Citing This Reason
Wanted to return to school	1,534
Received offer of better pay	1,012
Dissatisfaction with pay	883
Lack of opportunity	804
Had to move with family to another city	473
Disliked supervisor or co-workers	438
Disliked work assignment	419
Received work opportunity more in line with career	323
Received training opportunity in career field	272
OTHER REASON(S)	757
Total	6,915

Time and experience apparently changed the relative rankings of factors considered by respondents in their selection of first and present jobs. The amount of pay, benefits, security, and job interest tend to replace the first-job factors of convenience and job availability:

FIRST JOB		FACTOR	PRESENT JOB	
Frequency	Relative Rank of Factor		Relative Rank of Factor	Frequency
1,463	1	Knew of no other job	8	501
1,029	2	Conveniently located	4	1,069
933	3	Available part time	7	545
778	4	Amount of pay	1	1,347
753	5	Most interesting opening	2	1,312
735	6	Desirable working hours	5	993
535	7	Offered security	3	1,173
493	8	Grew from job during school	9	104
391	9	Special employee benefits	6	970

Within a month after leaving high school, 56.3% of the respondents in the total sample had found employment. Within three months after leaving high school, 83.3% were employed.

Of those who held jobs while attending college or other training programs, 60% found employment within one month after leaving high school. By the end of three months, the total had reached 72.2%.

Many of the respondents did not seek employment immediately after leaving high school; of these, 26.4% found employment seven to nine months after enrolling in college or other training programs. By the end of the first year of college or other training, 54.4% had found employment.

Those who entered military service soon after high school fared well in seeking civilian employment after discharge; two-thirds of this group found employment within one month after discharge. Within three months, 89.3% had found employment.

More than 86% of the respondents said they had neither sought nor received employment assistance from anyone in their high school. Almost 11% said they were assisted in finding a job (of these, 3.9% received help from high school teachers; 1.4%, high school counselors; 1.6%, high school principals; and 4%, others). Only 2.7% said they had asked for -- but had not received -- assistance from someone in their high school.

More than half of the respondents in the total sample received their first pay raise within six months after beginning their first job. More than 22% of the total sample said they had never received a pay increase.

Present Employment

Any comparison of employment status of the 1963-64 and 1968-69 groups would be influenced by the fact that many in the latter group were still attending college. The college factor probably accounts for the higher percentage of employment found in the 1963-64 group. At the time of this survey, the job characteristics of the two groups were:

Job Characteristic	1963-64 Respondents		1968-69 Respondents	
	Number	Pct.	Number	Pct.
Never been employed	113	5.6%	362	11.8%
Housewife, not otherwise employed	291	14.4	257	8.4
Have been, but not now, employed or self-employed	194	9.6	496	16.2
Self-employed	110	5.4	65	2.1
Work for an individual or company	1,301	64.7	1,872	61.3
Work on part-time basis only	141	7.0	547	17.9
Work on full-time basis only	1,015	50.5	1,102	36.1
Work full-time for one employer, part-time for another	76	3.7	66	2.1
Job is temporary only	115	5.7	428	14.0
Job is "temporary" with understanding it might become permanent	45	2.2	159	5.2
Job is permanent	1,023	50.9	945	30.9

Advancement on the Job

In answer to the question, "Do you supervise other employees' work when working for your PRIMARY employer?", 25.63% of the 1963-64 respondents and 16.8% of the 1968-69 respondents checked "Yes." The following tables contain comparisons of the two groups in promotions, skill levels, job problems, and pay.

COMPARISON OF RESPONDENTS' JOB PROMOTIONS

Job Promotions	1963-64 Respondents	1968-69 Respondents
Employed in Same Position as When Hired	33.15%	36.27%
Promoted Once	14.13	13.46
Promoted Twice	6.42	4.61
Promoted More Than Twice	9.65	4.45

COMPARISON OF SKILL LEVELS REQUIRED OF RESPONDENTS

Skill Level Required of Employee, as Viewed by Employer	1963-64 Respondents	1968-69 Respondents
Do Not Know	5.67%	10.25%
Relatively Unskilled	1.99	4.25
Learning, or Semi-Skilled Level	7.66	15.85
At Skilled Level	22.49	21.00
At Highly Skilled Level	26.63	9.30
Other	1.64	1.01

JOB PROBLEMS OF 1963-64 RESPONDENTS

Items Which May Have Presented Difficulty to Learn or Achieve	No Problem at All	Occasionally a Problem	A Very Serious Problem
Getting to Work on Time:			
A. First Job	60.72 %	9.90 %	0.99 %
B. Present Job	53.60	8.56	0.54
Getting to Work Every Day:			
A. First Job	65.16	4.67	0.49
B. Present Job	58.68	3.43	0.24
Doing Full Day's Work Each Day:			
A. First Job	65.20	5.02	0.34
B. Present Job	58.18	3.68	0.09
Taking Instructions from More Experienced Employees:			
A. First Job	63.31	7.16	0.64
B. Present Job	56.89	5.32	0.34
Doing Work Accurately:			
A. First Job	55.30	14.53	0.74
B. Present Job	52.41	9.15	0.24
Understanding Why the Work Should be Done:			
A. First Job	61.57	8.76	0.79
B. Present Job	55.55	6.42	0.54
Learning Skills Required to do Job Well:			
A. First Job	55.79	13.83	1.29
B. Present Job	50.12	11.44	0.39
Maintaining Good Relations with Other Employees:			
A. First Job	61.82	8.51	0.64
B. Present Job	53.95	8.06	0.19
Maintaining Good Relations with Supervisor	62.41	7.06	1.04
A. First Job	54.95	5.72	0.89
B. Present Job			

JOB PROBLEMS OF 1968-69 RESPONDENTS

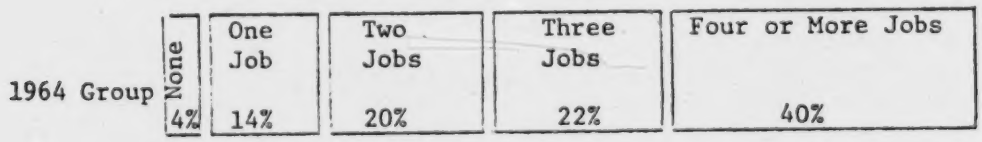
Items Which May Have Presented Difficulty to Learn or Achieve	No Problem at All	Occasionally a Problem	A Very Serious Problem
Getting to Work on Time:			
A. First Job	58.45 %	11.20 %	0.95 %
B. Present Job	46.69	7.27	0.68
Getting to Work Every Day:			
A. First Job	63.43	5.60	0.55
B. Present Job	50.22	3.37	0.19
Doing Full Day's Work Each Day:			
A. First Job	62.51	5.83	0.68
B. Present Job	49.11	3.66	0.45
Taking Instructions from More Experienced Employees:			
A. First Job	60.64	8.15	0.85
B. Present Job	47.57	7.14	0.45
Doing Work Accurately:			
A. First Job	52.16	15.89	0.55
B. Present Job	42.20	11.10	0.19
Understanding Why the Work Should be Done:			
A. First Job	60.38	8.06	1.01
B. Present Job	47.05	6.38	0.49
Learning Skills Required to do Job Well:			
A. First Job	55.34	13.53	0.65
B. Present Job	41.44	11.82	0.39
Maintaining Good Relations with Other Employees:			
A. First Job	59.92	8.74	0.85
B. Present Job	46.59	6.84	0.42
Maintaining Good Relations with Supervisor:			
A. First Job	60.15	7.73	1.60
B. Present Job	47.50	5.43	0.62

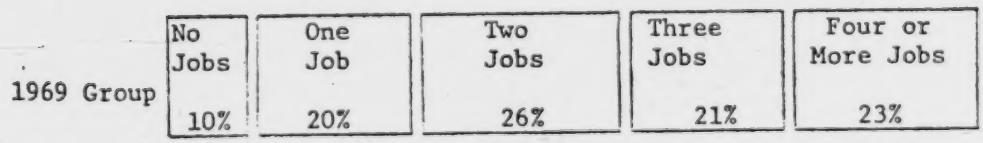
ASSISTANCE IN OVERCOMING JOB PROBLEMS

Overcame Job Problems with Assistance of:	1963-64 Respondents		1968-69 Respondents	
	First Job	Present Job (if employed)	First Job	Present Job (if employed)
High School Teacher	0.54%	0.24%	1.11%	0.26%
High School Counselor	0.19	0.09	0.13	0.03
High School Principal	0.04	0.19	0.09	0.09
Fellow Workers	25.98	18.41	26.80	18.74
Supervisor or Foreman	23.84	20.30	21.95	20.21
Specialist from Personnel Office	1.29	1.54	0.95	1.63
Other	3.08	3.03	3.70	2.62
No one; Learned it for Myself	30.16	23.04	29.35	17.82

Job Mobility

Respondents in the 1963-64 group indicated greater job mobility than those in the 1968-69 group. The following illustrates the job mobility of the two groups:





Unemployment

In the 1963-64 group of respondents, 11.32% reported that they currently are unemployed; 17.61% of the 1968-69 respondents said they are unemployed. (It was not ascertained whether the unemployed respondents were "between jobs" or were unable to find employment.) The following table contains a comparison of the length of unemployment of the respondents in both groups.

Length of Unemployment	1963-64 Respondents	1968-69 Respondents
Less than 5 Weeks	1.14%	3.93%
5 to 8 Weeks (1 to 2 Months)	1.19	3.21
9 to 16 Weeks (3 to 4 Months)	1.19	2.85
17 to 26 Weeks (5 to 6 Months)	0.59	1.40
27 to 52 Weeks (7 to 12 Months)	1.19	2.19
More than 1 Year	6.02	4.03

Job Training

Among the 1963-64 respondents, 59.83% said further training is necessary for advancement toward their career goal; 71.06% of the 1968-69 respondents said they need further training in order to advance toward their career goal.

Present Occupations

At the time of the survey, 2,998 respondents reported they were working in 650 occupations. Those occupations are:

Accounting Adjustor -- 1
Accounting Clerk -- 10
Accounting Secretary -- 1
Accounting Supervisor -- 1
Accountant -- 29
Actuary Assistant - 1
Addressograph Operator -- 1
Adhesive Technician -- 1
Administrative Accountant -- 1
Administrative Accounts Specialist -- 1
Administrative Assistant -- 2
Administrative Clerk -- 1
Administrative Secretary -- 1
Administrative Specialist -- 1
Administrative Technician -- 1
Admitting Clerk -- 1
Advanced Filist -- 1
Advertising -- 3
Advertising Manager -- 2
Agronomist -- 2
Air Conditioning -- 4
Aircraft Assembler -- 1
Aircraft Control -- 1
Aircraft Mechanic -- 1
Ambulance Attendant -- 1
Analyst -- 1
Apartment Locator -- 1
Apartment Manager -- 4
Appliance Department Manager -- 1
Aquamaid -- 1
Architect -- 4
Archivist -- 1
Art Agent -- 1
Art Gallery -- 1
Artificial Organs Specialist -- 1
Artist -- 8
Assemblyman -- 5
Athletic Coach -- 2
Athletic Director -- 1
Athletic Trainer -- 1
Attorney -- 10
Auction Hand -- 1
Audiologist -- 1
Audio-visual Specialist -- 1
Auditor -- 7
Auto Mechanic -- 2
Auto Parts Sales -- 1
Auto Parts Wholesaler -- 1

Babysitter -- 4
Backhoe Operator -- 2
Baker -- 2
Ballet Instructor -- 1
Band Director --3
Banker -- 13
Bank Clerk -- 1
Bank Teller -- 12
Barber -- 2
Barmaid -- 1
Bar Owner -- 1
Bartender -- 2
Beater -- 1
Beautician -- 9
Beauty Operator -- 13
Beauty Supply Store Owner -- 1
Biller/Loader -- 1
Billing Clerk -- 6
Bindery Clerk -- 1
Biological Research -- 1
Biomedical Research -- 1
Blueprint Operator -- 1
Body Man -- 1
Body Shop Manager -- 1
Boilermaker -- 1
Bookkeeper -- 57
Bookstore Assistant Manager -- 1
Bootmaker -- 1
Boy Scout Executive -- 1
Bricklayer -- 4
Bricklayer's Helper -- 1
Bridal Consultant -- 1
Bridge Instructor -- 1
Broadcast Engineer -- 1
Broadcasting -- 1
Building Contractor -- 1
Bus Driver -- 5
Business Administration -- 1
Business Machine Repair -- 1
Businessman -- 2
Business Management -- 4
Butcher -- 5

Cabinetmaker -- 1
Cable Splicer -- 5
Cafeteria Worker -- 2
Cafe Worker -- 1
Carpenter -- 21
Carpenter's Helper -- 1
Car Wash -- 1
Car Wash Manager -- 1

Caseworker -- 3
Casework Supervisor -- 1
Cashier -- 38
Catalog Assistant -- 1
Cattle Handler -- 1
Checker -- 1
Chemical Engineer -- 2
Chemical Operator -- 3
Chemist -- 3
Child Care -- 1
Church Organist -- 3
Claims Clerk -- 1
Claims Examiner -- 2
Claims Processer -- 1
Clerk -- 203
Clinical Chemist -- 1
Clip Inspector -- 1
Clothing Department Manager -- 1
Club Manager -- 1
Cocktail Hostess -- 1
Cocktail Waitress -- 2
Collector -- 1
Communications -- 1
Community Service Aide -- 1
Comptroller (Assistant) -- 1
Computer Clerk -- 1
Computer Operator -- 20
Computer Programmer -- 4
Computer Sales -- 1
Computer Typist -- 2
Construction Superintendent -- 1
Construction Worker -- 20
Contract Administration -- 1
Contractor -- 3
Control Clerk -- 1
Controller -- 1
Cook -- 9
Correctional Officer -- 2
Corrosion Technician -- 1
Cosmetician -- 1
Cosmetologist -- 1
Counselor -- 9
Counterman -- 1
County Home Agent -- 1
Court Clerk -- 2
Court Reporter -- 1
Cowboy -- 1
Craftsman -- 1
Crane Operator -- 2
Credit Company Representative -- 1
Credit Manager -- 2
Credit Reporter -- 1
Credit Union Manager -- 1
Custodian -- 7
Custom Decorator -- 1
Cutting Table Worker -- 1

Dairy Farmer -- 1
Dairyman -- 3
Dancing Teacher -- 2
Data Clerk -- 1
Data Processer -- 5
Day Care Center Director -- 2
Decorator -- 2
Delinting -- 1
Deliveryman -- 8
Dental Assistant -- 3
Dental Hygienist -- 1
Dental Technician -- 2
Dentist -- 3
Department Manager -- 1
Department Store Manager -- 1
Deputy Sheriff -- 2
Design Draftsman -- 1
Designer -- 1
Design Systems Analyst -- 1
Dietary Assistant -- 1
Dietician -- 4
Dishwasher -- 1
Dispatcher -- 1
Ditchwitch Operator -- 1
Dockworker -- 3
Documentation Analyst -- 1
Doughnut Packer -- 1
Draftsman -- 10
Dragline Operator -- 1
Drapery Assistant -- 1
Drill Operator -- 1
Drive-In Grocery Assistant Manager -- 1
Driver -- 1
Drycleaner Assistant Manager -- 1

Economist -- 1
Editor -- 4
Electrical Contractor -- 1
Electrical Engineer -- 1
Electrical Instrument Repairman -- 1
Electrical Lineman -- 8
Electrical Technician -- 2
Electrician -- 17
Electrician's Helper -- 2

Electronics Assembler -- 1
Electronics Technician -- 15
Electroplater -- 1
Elevator Mechanic -- 1
Employment Counselor -- 2
Employment Interviewer -- 1
Engineer -- 28
Engineering Aide -- 21
Engineering Clerk -- 1
Engineering Technician -- 5
Engine Mechanic -- 1
Equipment Operator -- 1
Evangelist -- 1

Factory Worker -- 6
Farmer -- 26
Fashion Director -- 1
FBI Agent -- 1
Feed Store Manager -- 1
Fiberglass Technician -- 2
File Clerk -- 3
Film Producer -- 1
Financial Analyst -- 1
Fire Dispatcher -- 1
Fireman -- 14
Fire Marshal (Assistant) -- 1
Flight Attendant -- 1
Flight Instructor -- 1
Floral Designer -- 2
Floor Covering Installer (Apprentice) -- 1
Floor Lady -- 1
Florist -- 1
Forklift Operator -- 7
Frameman -- 2
Framing Carpenter -- 1
Freight Terminal Manager -- 1
Furniture Delivery -- 1
Furniture Store Owner -- 1

Gang Pusher -- 1
Gas Company Supervisor -- 1
Gas Production Operator -- 2
Gas Regulator Assembler -- 1
Golf Pro -- 2
Geologic Assistant -- 1
Government -- 1
Grain Company Assistant Supervisor -- 1
Graphic Designer -- 1
Graphic Illustrator -- 1
Grocer -- 5
Grocery Checker -- 6
Grocery Manager -- 1
Grocery Stocker -- 9
Groundman -- 1
Group Worker -- 1

Hairdresser -- 7
Hair Stylist -- 2
Helicopter Repairman -- 1
Health Assistant -- 1
Health Club -- 1
Health Equipment Installer -- 1
Health Planner -- 1
Heavy Equipment Operator -- 8
Herbalist -- 1
Hertz Manager -- 1
Highway Patrolman -- 1
Horse Trainer -- 1
Hospital Attendant -- 1
Hospital Insurance Assistant Supervisor --
Hospital Orderly -- 1
Hospital Worker -- 1
Houseparent -- 1
Housing Supervisor -- 1

IBM Operator -- 1
Illustrator -- 1
Injection Molder -- 1
Inspector -- 1
Instrument Technician -- 1
Insurance -- 30
Insurance Claims Reviewer -- 1
Insurance Clerk -- 1
Inventory Clerk -- 2
Inventory Control Manager -- 1
Inventory Supervisor -- 1
Investment Banker -- 1
Investor Reporter -- 1
Invoice Clerk -- 3
Ironworker -- 3
IRS Officer -- 1

Janitor -- 6
Job Developer -- 1
Journalist -- 1
Junkyard Stripper -- 1

Keypunch Operator -- 15
Kitchen Worker -- 1

Label Clerk -- 1
Laboratory Analyst -- 1
Laboratory Assistant -- 8
Laboratory Research -- 1
Laboratory Technician -- 15
Laborer -- 33
Labor Supervisor -- 1
Landscaper -- 2
Laundry Presser -- 1
Law Clerk -- 2
Legal Secretary -- 5
Librarian -- 3
Library Assistant -- 19
Library Clerk -- 1
Lifeguard -- 2
Linen Department Manager -- 1
Linotype Operator -- 1
Loan Officer -- 1
Lounge Captain -- 1
Lumber Company Manager -- 1

Machine Operator -- 28
Machine Shop Foreman -- 1
Machinist -- 19
Maid -- 4
Mail Clerk -- 3
Mail Supervisor (Assistant) -- 1
Maintenance -- 26
Maintenance Engineer -- 2
Maintenance Foreman (Assistant) -- 1
Maintenance Helper -- 1
Maintenance Supervisor -- 1
Management Consultant -- 1
Marina Assistant Manager -- 1
Marketing -- 1
Marketing Director -- 1
Material Tester -- 1
Mathematician -- 1
Meat Cutter -- 2
Meat Packer -- 1
Meat Wrapper -- 1
Mechanic -- 33
Mechanical Engineer -- 2
Mechanic's Assistant -- 1
Mechanic's Helper -- 3
Media Director -- 1
Media Specialist -- 1
Medical Administration -- 2
Medical Assistant -- 4
Medical Receptionist -- 1
Medical Records Analyst -- 1
Medical Records Clerk -- 2
Medical Secretary -- 8
Medical Stenographer -- 1
Medical Technician -- 20
Mental Health -- 1
Merchandising -- 1
Merchant -- 2
Metallurgical Technician -- 1
Metal Pressman -- 1
Metalworker -- 1
Meteorologist -- 1
Meter Reader -- 2
Microbiologist -- 1
Microwave Systems Engineer -- 1
Migrant Aide -- 1
Military -- 138
Milk Distributor -- 1
Miller -- 1
Minister -- 10
Mobile Home Builder -- 1
Mobile Home Sales -- 1
Model -- 3
Mortician -- 1
Mover -- 1
MR Attendant -- 1
MT/ST Operator -- 2
Musician -- 14
Music Librarian -- 1

Newspaper Distributor -- 2
Newswriter -- 1
Nuclear Power Operator -- 1
Nurse -- 62
Nurse's Aide -- 17
Nursery Assistant -- 1
Nursing Education -- 1
Nursing Home Administration -- 1
Nursing Technician -- 1

Office Manager -- 11
Office Worker -- 10
Oil Company Manager -- 1
Oilfield Contractor -- 1
Oilfield Switcher -- 1
Oilfield Worker -- 2
Oleum Operator -- 1
Operating Room Technician -- 1
Operational Research -- 1
Optical Inspector -- 1
Optician -- 1
Optometrist -- 2

Package Sorter -- 1
Packer -- 4
Painter -- 10
Paint Store Manager -- 1
Pants Inspector -- 1
Parts Counterman -- 2
Parts Manager -- 1
Parts Sales -- 2
Parts Stocker -- 1
Patternmaker -- 2
Payroll Assistant -- 1
Payroll Clerk -- 4
Payroll Supervisor -- 2
Personnel Administration -- 1
Personnel Director (Assistant) -- 1
Personnel Investigator -- 1
Pharmacist -- 4
Pharmacy Assistant -- 1
Phlebotomist -- 1
Photographer -- 6
Photographer's Assistant -- 1
Physical Therapist -- 1
Physician -- 5
Physicist -- 1
Piano Teacher -- 1
Pile Driver -- 1
Pilot -- 4
Pinsetter Mechanic -- 1
Pipefitter -- 6
Pipe Loader -- 1
Plant Assembler -- 1
Plant Clerk -- 1
Plant Inspector -- 1
Plant Manager -- 1
Plant Operator -- 6
Plumber -- 2
Police Dispatcher -- 1
Policeman -- 22
Porter -- 5
Postal Carrier -- 1
Postal Clerk -- 5
Postal Worker -- 2
Postman -- 2
Potman -- 1
Poultry Grower -- 1
Power Plant Operator -- 1
Press Brake Operator -- 1
Presser -- 1
Press Helper -- 1
Principal -- 1
Principal (Assistant) -- 1
Printer -- 7
Probation Officer -- 1
Process Technician -- 2
Production Control -- 1
Production Coordinator -- 1
Production Engineer -- 1
Professional Football Player -- 1
Projectionist -- 1
Proofreader -- 1
Psychiatric Aide -- 1
Psychiatric Attendant -- 1
Psychiatric Resident -- 1
Psychiatric Social Worker -- 1
Psychologist -- 1
Public Relations -- 1
Publisher -- 1
Pumper -- 4
Pump Gauger -- 1
Purchasing Agent -- 2

Quality Assurance Engineer -- 1
Quality Control Clerk -- 1
Quality Control Inspector -- 1
Quality Engineer -- 1

Radio Announcer -- 1
Radio Dispatcher -- 1
Radio Farm Editor -- 1
Radio Music Director -- 1
Radio Products -- 1
Radio Station Director -- 1

Railroad Agent -- 1
Railroad Apprentice -- 1
Railroad Brakeman -- 8
Railroad Clerk -- 2
Railroad Conductor -- 1
Railroad Fireman -- 2
Railroad Mechanic -- 1
Railroad Telegrapher -- 1
Railroad Trackman -- 2
Railroad Yardman -- 1
Ramp Service Agent -- 1
Rancher -- 12
Ranch Hand -- 4
Ranch Manager -- 2
Rate Clerk -- 1
Reader -- 1
Real Estate -- 11
Receiving Clerk -- 2
Receiving Supervisor -- 1
Receptionist -- 23
Records Clerk -- 3
Recreation Leader -- 1
Recreation Supervisor -- 1
Refinery Operator -- 1
Refinery Technician -- 1
Refrigeration -- 1
Rehabilitation Teacher -- 1
Rental Agent -- 1
Repairman -- 17
Reporter -- 1
Research Assistant -- 2
Research Technician -- 3
Restaurant Manager -- 3
Restaurant Owner -- 1
Restaurant Worker -- 2
Retailer -- 1
Rice Dryer -- 1
Rice Farmer -- 2
Rigger -- 1
Roll Handler -- 1
Roofer -- 1
Roughneck -- 3
Roustabout -- 1
Runner -- 1

Sales Clerk -- 15
Sales Engineer -- 2
Salesman -- 128
Sales Management -- 13
Sandblaster -- 1
School Attendance Clerk -- 1
Seamstress -- 8
Security Analyst -- 1
Security Guard -- 9
Secretary -- 254
Service Agent -- 1
Serviceman -- 2
Service Representative -- 3
Service Station Attendant -- 17
Sewage Plant Operator -- 1
Sewing Machine Operator -- 1
Shaft Builder -- 1
Sheetmetal Apprentice -- 1
Sheetmetal Worker -- 2
Sheetrock Hanger -- 2
Shipping Clerk -- 1
Shipping/Receiving Clerk -- 1
Shop Foreman -- 1
Shovel Operator -- 1
Shrimper -- 1
Sign Painter -- 2
Silk Screener -- 1
Singer -- 2
Slab Yard Clerk -- 1
Social Security Representative -- 1
Social Worker -- 1
Soil Technician -- 1
Solicitor --1
Speech Therapist -- 1
Sportswriter -- 1
Staff Analyst -- 1
Staff Service Assistant -- 1
Statistical Accountant -- 1
Statistician -- 1
Statistics Clerk -- 1
Steel Detailer -- 1
Steelworker -- 6
Stenographer -- 10
Steward -- 1
Stewardess -- 5
Stock Changer -- 1
Stock Clerk -- 4
Stocker -- 3
Store Display -- 1
Store Manager -- 3
Store Manager (Assistant) -- 1
Stress Reliever -- 1
Supplier -- 1
Supply Girl -- 1
Surveyor -- 3
Swimming Instructor -- 1
Swimming Pool Installer -- 1
Swimming Pool Manager -- 3
Systems Analyst -- 1
Systems Programmer -- 1

Table Cleaner -- 1
Tag Clerk -- 1
Tax Accountant -- 2
Tax Deputy -- 2
Teacher -- 248
Teacher's Aide -- 32
Technical Sales -- 1
Technical Secretary -- 1
Technical Service Representative -- 1
Technician -- 1
Telephone Installer -- 9
Telephone Operator -- 19
Telephone Switchman -- 2
Teletype Operator -- 3
Television Announcer -- 1
Television Cable Manager -- 1
Television Equipment Operation -- 1
Television Production -- 1
Television Production Assistant -- 1
Television Repairman -- 2
Television Technician -- 1
Test Auditor -- 1
Test Driver -- 4
Tester -- 1
Therapist -- 1
Ticket Salesman -- 1
Tilesetter -- 1
Time Study Analyst -- 1
Tire Builder -- 2
Tire Company Assistant Manager -- 1
Toll Investigating Clerk -- 1
Tool Grinder -- 1
Toolmaker -- 1
Tour Guide -- 1
Train Dispatcher -- 1
Trainer -- 1
Training Supervisor -- 1
Treasury Agent -- 1
Tropical Fish Dealer -- 1
Truck Driver -- 30
Truck Loader -- 2
Trust Operator -- 1
Tupperware Dealer -- 2
Tutor -- 3
Typesetter -- 1
Typist -- 13

Underwriter -- 2
University Alumni Director -- 1
Upholsterer -- 1
Utilityman -- 1

VD Investigator -- 1
Vending Company Owner -- 1
Vending Machine Serviceman -- 1
Veneer Preparation -- 1
Veterinarian -- 3
Veterinarian's Assistant -- 1
VISTA Volunteer -- 1

Waiter -- 2
Waitress -- 21
Warehouseman -- 11
Warehouse Manager -- 2
Wastewater Plant Operator -- 1
Water Plant Operator -- 1
Welder -- 17
Welder's Helper -- 1
Welfare Worker -- 1
Western Union Night Manager -- 1
Wholesale Clerk -- 1
Work Control Manager -- 1
Work Order Clerk -- 1
Writer -- 4

X-Ray Technician -- 2

Yardman -- 1
YMCA -- 1
Youth Advisor -- 1

CHAPTER 20

RECOMMENDATIONS

RECOMMENDATIONS

New recommendations concerning school courses, credits, graduation requirements, or extracurricular activities, often are countered by the question, "What are you proposing to take out of the curriculum to make room for what you propose to add?" The following suggestions are based upon the supposition that many elements of courses (if not the entire courses) now offered in junior high school could be learned earlier in the fifth and sixth grades of the elementary school and, at the same time, many elements of courses (as well as some entire courses) now offered in the high school could be learned earlier in the junior high school. The time has arrived when subject matter believed a decade ago to be predominantly within the college domain should be covered at least in part at the high school level. A change from the established Carnegie unit concept could allow time for minicourses, seminars, and other more liberal uses of the school-day schedule.

Some of the boredom students now find in high school could be eliminated if time were made available during the senior year of high school for college-type seminars or introductory courses in philosophy, psychology, sociology, economics, political science, law, health, and communications. Seminars could be made interesting by gaining assistance from outstanding resource persons whose careers are in the fields being discussed.

State Level: Policy Recommendations

1. Review graduation requirements established by the State Board of Education to determine the extent to which they cause some individuals to overemphasize college-preparatory programs at the expense of job-preparatory programs.
2. Study the curriculum to explore whatever new offerings or variations of present course offerings are indicated by the Product Study.
3. Study junior high-senior high curriculum to determine how many courses or elements of courses offered at the high school level could be completed in junior high.
4. Re-evaluate the gaps which occur in a student's high school education because of the Carnegie unit; devise systems which would permit many more elective courses, minicourses, seminars, and independent study arrangements that would expose each student to a broader range of career interests.
5. Authorize, and set standards for, the inclusion in average daily attendance of eligible persons attending night school, summer school, and part-time day school.
6. Consider as part of the public school's responsibility any applicant who has less than a high school education.
7. Study the school counselor's role as perceived by: (a) the school administration, (b) the students, and (c) the counselor himself.

8. Recommend to local superintendents and principals that some faculty members assigned to teach college-preparatory high school seniors should have had recent experience themselves as college students; they should be able to give realistic advice concerning college requirements.

9. Recommend to local superintendents and principals that -- if athletic coaches must teach subjects outside their fields of preparation -- their teaching competence in the non-sports subject must be an equal, if not a greater, consideration when they are interviewed for employment.

10. Recommend to local superintendents and principals that students who marry before completing their high school education should continue having full opportunity to participate in all aspects of the school program, including reasonable participation in school activities.

11. Establish one or more urban experimental high schools in which serious-minded students select their own goals and the curriculum to reach these goals, select their own class schedules, interview and select their own adult leaders (from a pool of available teachers, consultants, counselors, and other resource persons), and work continuously through their student government to establish a community of scholars in which learning will be maximized.

State Level: Career Education

1. Opportunities for vocational training should continue to be expanded into areas which are both interesting to the student and relevant to

employer needs. (The Product Study indicates that great strides were made in this direction by Texas schools between 1964 and 1969.)

2. Encourage the establishment, in regional or urban settings, of secondary-level institutions that concentrate on developing the career interests of a limited number of students from several attendance areas rather than expecting each high school to serve a unique attendance area. An outstanding characteristic of these institutions would be the occasional presence of highly-talented performers or craftsmen in various areas of arts, sciences, and occupations.
3. Encourage regional pooling of efforts, involving more than one school district, to provide career training opportunities in fields not feasible for a single district; greater utilization should be made of area vocational schools by students in adjoining districts.

Local Level: Career Education

1. Devise and test new variations of organizing work-study (cooperative education) arrangements for the benefit of employers as well as students. (Possible variations might include alternating school attendance with working a full day, a full week, or a full semester.)
2. Consider ways in which more groundwork can be laid in high schools to give teacher aide experience to all students whose career objective is in the field of education.

3. Bring together, for meaningful field trips and discussion, the students who have similar career interests. Faculty members are not available who can relate to all career interests; outside resource persons should be identified and utilized; perhaps some instructional funds should be set aside for bringing in uncertified teachers or resource persons on a short-term basis, or for taking students on field trips to wherever the resource person makes his living.

State Level: Curriculum and Instruction

1. Consider the adequacy of textbook policies for individualizing instruction to encompass curricular areas not included in the state textbook adoption lists. Variations in types and purposes of secondary schools are more likely to be feasible if some unorthodox textbook purchases are subject to local option.
2. Continue development of curriculum resources for so-called "Black Studies" and Mexican-American heritage instruction.
3. Include elements of bookkeeping, typewriting skills, and oral language development in every child's education.

Local Level: Curriculum and Instruction

1. Offer introductory courses in psychology and sociology at the secondary level.

2. Consider seriously the offering of a Home and Family Life course for all students, perhaps as part of the general, rather than the vocational, curriculum.
3. Offer consumer education information as part of the core curriculum for all students. A course in this area (closely related to Economics) could be designed specifically to teach students how to handle personal financial problems in budgeting, investments, making loans, and purchasing consumer products. Some of the needed subject matter should be similar to that contained in Commercial Arithmetic or Business Mathematics.

Local Level: Extracurricular Activities

Encourage more students to participate in extracurricular activities Offer a broader range of such activities, particularly in areas that might be appealing to students who are less-talented academically and athletically. Health and body development activities, including competitive sports, should be broadened to include the participation of more girls; for both sexes, after-school athletic programs using school facilities should not be discriminatory against the underdeveloped, lightweight, or under-talented students.

Local Level: Atmosphere for Learning

1. Re-evaluate, and possibly relax, the strict discipline in some high schools, especially for seniors who will soon be facing the adult world of either the job market or the college campus.

2. Explore the possibility of allowing high school seniors to have privileges similar to those accorded college students. (Students in approved programs might, for example, attend classes on Mondays, Wednesdays, and Fridays, and do reading, library research, or other types of individual projects on the days they are not actually present in school. The ADA reimbursement problem could be avoided if "approved" programs were required, meeting state standards.)

Follow-Up Studies

1. Continue to plan and execute follow-up studies of high school graduates and dropouts on a state-wide basis, both to assess the progress of public education and to point the way toward other needed changes in the public schools.

   (a) Devise standard forms and an economical procedure whereby follow-up information will be obtained and utilized in local districts routinely.

   (b) To facilitate data gathering, consider involving the members of each high school's senior class in a longitudinal follow-up study. An annual senior class project might be the updating of information concerning all of the school's graduates for the previous five years. Seniors in the project should tend to be cooperative in analyzing information themselves in the years ahead; more importantly, seniors would receive credible information about the mistakes, successes, and disappointments that follow graduation from high school.

Comment on School Size

Any study involving a full range of both large and small Texas school districts arouses the interest of persons interested in district consolidation.

The wealth of data generated through the Texas Education Product Study probably could be used to support the desirability of either the small or large district, depending upon one's point of view. Responses in this Study indicate that to learn good citizenship the smallest schools might be preferable; to obtain preparation for college, the largest schools might be chosen.

New approaches are suggested. Considerably more can -- and must -- be said in support of small schools, rather than the usual arguments that they tend to impose lower taxes than might apply if they were to be combined with, or annexed to, another district.

The Product Study analyses offer considerable evidence of the psychological and social value of small schools. The data show clearly that small-school students engage in more extracurricular activities and have more opportunity to acquire leadership training and to develop self-expression.

Results of the Study indicate that small school graduates, even after eight years, generally continue to look with great favor upon their schools. Their attitudes give rise to the question of whether small schools should exist -- with such rare exceptions -- only in small districts. They also raise the question of whether students should be authorized to move back and forth across school district lines -- to whatever type and size of school that results in their making the best adjustment. If a student from a large

school were in need of the emotional stability that the individualized attention and slower pace of a small school might afford him, would it be fair or equitable to deny him the opportunity to attend a small school? If a student from a small school were in need of the advanced programs and superior facilities that a larger school might offer him, would it be fair or equitable to deny him the opportunity to attend a larger school?

OTHER POSSIBILITIES FOR UTILIZING FOLLOW-UP INFORMATION

1. Superintendent/Board discussion of study's implications for institutional goals.
2. Principal/Faculty discussion of possible areas for goal-setting.
3. Superintendent/Staff/Principal discussion of possible inservice education utilization, possibly including outside consultants.
4. Use particular findings to support areas of the curriculum in which the local administration is particularly interested.
5. Study public relations impact of unhappy or disgruntled or unsuccessful products of the schools.
6. Consider ways of making it just as easy to drop back into school as it is to drop out of school.
7. Explore school follow-up methodology centered on the individual's job placement.
8. Revise follow-up instruments to fit local needs and interests; consider types of needed information that would be best obtained through interviews rather than by questionnaires.
9. Redirect career education programs, if indicated, toward those areas in which local graduates are finding jobs.
10. Identify new supporters of the schools and resource persons for various career advisory committees.
11. Assess the magnitude and the meaning of young adults' protest against the establishment.

12. Continue encouraging teachers to work at becoming master teachers by getting more feedback information from ex-students about the teachers they most admire.

13. Establish in each district a design for a systematic study of the school district's "products."

14. Establish a data bank that can be used for school planning purposes in years to come.

15. Make careful analyses of responses from minority groups -- help to overcome pressures caused by inadequate treatment in textbooks, to whatever extent this is true, of black studies, Mexican-American history, etc.

FURTHER RESEARCH POSSIBILITIES BASED UPON THE PRODUCT STUDY

The findings and interpretations of this Study could be brought into sharper focus if the following trailer-type studies were conducted, using the same or modified questionnaires:

(1) Solicit from each of the 89 participating school districts names of dropouts or Special Education students that might have been overlooked or, for whatever reason, omitted from the original lists submitted. Obtain responses from 1/20 of the additional names submitted, asking the subjects to respond with the status information applying to them as of December 1, 1972, and merge the data obtained with the data already gathered for the Product Study. Use same questionnaire.

(2) Select 1/20 of all non-respondents to Product Study, at random, and interview in depth each person whose name is drawn. Obtain complete descriptions of the non-respondents' characteristics and report their responses to each question on the Product Study questionnaire. Then weight the responses received by multiplying them by 20 and adding the net results to those obtained from the "respondents" already reported. (A trailer study like this, using the telephone predominantly, was conducted by the American Institutes of Research (AIR) for Project TALENT; 89 percent of the non-respondent sample did respond.)

(3) Modify the present questionnaire into simpler language, for self-administering by inmates in the Texas Department of Corrections between the ages of 20 and 27; compare all findings therefrom with the Product Study findings and report the differences.

(4) Develop a new questionnaire concerned with the roles and potential roles of high school counselors; circulate it to all Product Study respondents

who offered comments concerning counselors. Also involve all counselors from the schools which participated in the Study in the new study, developing a profile of the various ways counselors perceive their roles.

APPENDIX A

INTERVIEW INSTRUMENT/QUESTIONNAIRE

TEXAS EDUCATION PRODUCT STUDY
INTERVIEW SCHEDULE

_____
Name and Code No. of Interviewer

_____
Date of Interview

Name of Interviewee _____
First Middle Maiden Last

Social Security No: ____ ____ ____

Birthdate: _____ ____ ____
Month Day Year

Marital Status: S( ) M( )

Address: _____ _____
Street City State Zip Telephone Number

Please give the young people of today and tomorrow the benefit of your ideas based on your experience. Your answers to these questions will enable us to complete a random sample of all persons who, like yourself, left a Texas public high school during the school years 1963-64 or 1968-69. This research has been authorized by the State Board of Education and by your local school. Your responses will be kept confidential and used only for authorized research purposes. It is important that the questions be answered in the sequence given.

1. In what size community did you live the longest while in elementary school?

939 [ ] farm or ranch or rural area
914 [ ] town below 5,000 in population
1439 [ ] town or city with 5,000 - 50,000 in population
1697 [ ] city with from 50,000 or more in population

2. What is (or was) your father's occupation?

_____

If he worked in other occupations, what were they?

1. _____
2. _____

3. How many brothers and sisters do you have? How many are older than you?

I. Number in Total:

334 None ____(0)
1219 One ____(1)
1302 Two ____(2)
878 Three ____(3)
735 Four or five ____(4)
318 Six or seven ____(5)
259 Eight or more ____(6)

II. Number Older:

1988 None ____(0)
1551 One ____(1)
781 Two ____(2)
356 Three ____(3)
262 Four or five ____(4)
125 Six or more ____(5)

4. How much FORMAL schooling did the following members of your family receive? (IGNORE COLUMN III IF THE PERSON INQUIRED ABOUT IS STILL IN HIGH SCHOOL, JUNIOR HIGH, OR ELEMENTARY SCHOOL.)

	I. Father	II. Mother	III. Oldest Bro./Sis. (Age ___)
Amount of Formal Schooling:			
(0) Not applicable or do not know	430	290	1457
(1) No formal schooling received	136	157	7
(2) Some grade school (up to Grade 8)	836	551	71
(3) Completed grade school (Grade 8)	355	331	88
(4) Some high school (Grade 9 to 12)	715	911	494
(5) Graduated from high school	1030	1496	950
(6) Some college, business college, or vocational school or technical school	812	854	1055
(7) College degree or higher	749	473	941

5. Have you served in one of the military services or in any other government service organization since you left high school?

I. No 4209 (0) [SKIP TO QUESTION NO. 6]

Yes 854 (1)

	Length of Service		
	Less Than One Year (I)	One to Four Yrs. (II)	More Than Four Yrs. (III)
(1) Peace Corps	___	___	___
(2) Teacher Corps	___	___	___
(3) VISTA	___	___	___
(4) Other Service Group: (_____)	___	___	___
(5) Armed Forces (CHECK ONE)	___	___	___
Reserve Service ___			
National Guard ___			
Regular Service ___			

II. Did you receive any special training while in the military or other service group?

In Which Field(s):	For What Length(s) of Time?
(1) _____	_____
(2) _____	_____

IN ANSWERING THE NEXT FEW QUESTIONS, PLEASE TELL HOW FAVORABLE OR UNFAVORABLE YOU THOUGHT YOUR HIGH SCHOOL EXPERIENCE WAS.

QUESTION	Not Applicable or No Opinion (0)	Unfav. (1)	Neither Unfav. Nor Fav. (2)	Fav. (3)	
6. In general, how would you rate the courses you took in high school as to:					
Holding your interest	323	674	1597	2469	(1)
Relevance to your plans	582	876	1438	2167	(2)
Value in preparing you for:					
Good citizenship	531	418	1211	2903	(3)
Further formal schooling	515	645	937	2966	(4)
A job	544	1060	1294	2165	(5)
Enjoying life	719	547	1425	2372	(6)
7. How would you rate the courses you took in high school in:					
Bookkeeping	3144	219	299	1401	(1)
English, Literature	132	663	1018	3250	(2)
*Fine Arts (Art, Drama, Music, Speech, etc.)	2055	246	604	2058	(3)
Foreign Languages	1694	926	840	1603	(4)
Health and Physical Education	406	671	990	2996	(5)
Mathematics	210	773	1071	3009	(6)
*Natural Sciences (Chemistry, Biology, Physics, etc.)	278	660	1216	2909	(7)
*Social Sciences (History, Civics, Economics, Sociology, etc.)	266	719	1213	2865	(8)
Typing, Shorthand	1498	273	655	2637	(9)
Vocational Agriculture (____ years)	4362	50	106	545	(10)
Vocational Distributive Education	4583	55	110	315	(11)
Vocational Health Occupations	4695	59	100	209	(12)
Vocational Homemaking (____ years)	3317	207	267	1272	(13)
Vocational Industrial Education	4558	66	101	338	(14)
Vocational Office/Business	4328	69	107	559	(15)
Other: (_____)	4662	55	28	318	(16)

Have you changed your opinion about the value of any of the above courses since you left high school?

No 3534 (0) [SKIP TO #8] Yes 1529 (1)

If yes, which ones? _____

Explain: _____

_____

_____

*Underline the courses you took.

QUESTION	Not Applicable or No Opinion (0)	Unfav. (1)	Neither Unfav. Nor Fav. (2)	Fav. (3)	
8. How would you value the "co-op" feature* of the vocational course(s) you took?	___	___	___	___	(1)
9. How do your parents value your high school education?	218	117	443	4285	(2)
10. How do you value the help you received from counselors* in planning your courses in high school and beyond?	1669	1395	803	1196	(3)
11. How do you value the help from counselors* in planning for a job or career?	2185	1351	762	765	(4)
12. How do you value the work of:					
Your high school teachers in general	156	415	1114	3378	(5)
Your vocational teacher*	3031	223	335	1474	(6)
Your high school principal	416	840	1257	2550	(7)

13. How valuable do you now consider your experiences in various extracurricular activities? (CHECK "0" IF YOU DID NOT PARTICIPATE.)

EXTRACURRICULAR ACTIVITIES	Not Applicable or No Opinion (0)	Unfav. (1)	Neither Unfav. Nor Fav. (2)	Fav. (3)	
Varsity athletics	3379	89	180	1415	(1)
Intramural athletics	3791	54	220	998	(2)
Band or orchestra	3857	88	183	935	(3)
Choral, voice, or other music group	3977	77	185	824	(4)
Drama club or group	4195	47	143	678	(5)
Drill team or pep squad/cheer leading	3875	82	213	893	(6)
Student government; class officer	3635	96	334	998	(7)
Student publications (newspaper, annual, etc.)	3650	66	222	1125	(8)
Vocational organizations (DE club, FFA, FHA, etc.)	2989	129	364	1581	(9)
Academic clubs (Latin, English, Speech, etc.)	3484	138	497	944	(10)
Future Teachers Club	4437	69	185	372	(11)
Other (Write name): _____	___	___	___	___	(12)

*Check the "0" column if these do not apply to you. For example, you are not expected to rate counselor(s) if you had no planning experience with them.

14. Did you like or dislike your teachers in the following subjects?

COURSES FOR WHICH ATTITUDE TOWARD TEACHERS IS REQUESTED	Not Applicable or No Opinion (0)	Unfav. (1)	Neither Unfav. Nor Fav. (2)	Fav. (3)	
Bookkeeping	3238	193	294	1338	(1)
English, Literature	174	621	818	3456	(2)
*Fine Arts (Art, Drama, Music, Speech, etc.)	2173	281	517	2092	(3)
Foreign Languages	1870	693	724	1776	(4)
Health and Physical Education	531	715	978	2839	(5)
Mathematics	222	749	1044	3048	(6)
*Natural Sciences (Chem., Biology, Physics, etc.)	306	602	979	3176	(7)
*Social Sciences (His., Civics, Eco., Soc., etc.)	273	620	1055	3115	(8)
Typing, Shorthand	1344	393	773	2553	(9)
Vocational Agriculture	4403	57	91	512	(10)
Vocational Distributive Education	4684	45	79	255	(11)
Vocational Health Occupations	4798	31	60	174	(12)
Vocational Homemaking	3438	216	298	1111	(13)
Vocational Industrial Education	4683	24	78	278	(14)
Vocational Office/Business	4458	37	93	475	(15)
Other: (_____)	____	____	____	____	(16)

15. Name the subject taught by the best teacher you ever had. _____

Why was he or she the best instructor?

16. Please indicate whether your high school required too many courses or offered not enough courses in each of the following subjects.

SUBJECT FIELDS	Do Not Know or No Opinion (0)	Required to Take Too Many (1)	About Right Amount (2)	Enough Not Offered (3)	
Bookkeeping	2701	15	1508	839	(1)
English, Literature	251	518	3709	585	(2)
Fine Arts (Art, Drama, Music, Speech)	1585	38	1720	1720	(3)
Foreign Languages	1144	257	1944	1718	(4)
Health and Physical Education	444	554	3335	730	(5)
Mathematics	333	299	3679	752	(6)
Natural Sciences (Chem., Biol., Phys., etc.)	370	223	3605	865	(7)
Social Sciences (His., Civics, Eco., Soc., etc.)	350	330	3226	1157	(8)
Typing, Shorthand	1358	35	2993	677	(9)
Vocational Agriculture	3732	21	908	402	(10)
Vocational Distributive Education	3890	8	526	639	(11)
Vocational Health Occupations	3977	9	344	733	(12)
Vocational Homemaking	3060	37	1527	439	(13)
Vocational Industrial Education	3878	11	428	746	(14)
Vocational Office/Business	3570	10	505	978	(15)
Other: (_____)	____	____	____	____	(16)

*Underline the courses you took.

Please indicate as precisely as possible the courses you wanted and could not take:

Most important need: _____

Next most important need: _____

Which courses did you take but now wish that you had not taken?

_____

17. Other than in military service, have you been enrolled in any formal education or training program since you left high school?

No 1319 (0) [SKIP TO #30] Yes 3744 (1)

(PLEASE ANSWER QUESTIONS 18-30 IN TERMS OF THAT PROGRAM -- IF IN MORE THAN ONE PROGRAM, ANSWER IN TERMS OF THE ONE IN WHICH YOU SPENT THE MOST TIME.)

18. In which type of school or training did you enroll?

Correspondence school	72 (1)	Job Corps school	10 (6)
Adult evening school	61 (2)	Technical institute	105 (7)
Vocational school, private	67 (3)	Junior college (two year college)	624 (8)
Vocational school, public	109 (4)	Senior college (four year college, or more	2470 (9)
Business college	208 (5)	Other: (_____)	___ (10)

19. In which type of studies or training did you participate?

Studies related to hobbies or interests, NOT to college preparation or a vocation	137 (1)
Studies preparing for the General Educational Development test	71 (2)
Studies preparing for a technical occupation	573 (3)
Studies leading toward a college degree	2684 (4)
Other: (_____)	233 (5)

20. When you began your studies or training, how long had you been away from high school?

Less than 1 year	3120 (1)
One to 2 years	287 (2)
More than 3 years	332 (3)

21. How did you select the particular school or program in which you enrolled?

Check all that apply.

Advertising in behalf of the school or program	717 (1)
Visits from a representative	409 (2)
Recommended by:	
Friend(s)	1741 (3)
Parents	1219 (4)
High school teacher(s)	511 (5)
High school counselor(s)	380 (6)
Vocational Rehabilitation counselor	49 (7)
The school or training was close to home	1945 (8)
Other: (_____)	949 (9)

22. When did you first consider entering this type of school or training?

While still in high school	2781 (1)
Only after attending another school	106 (2)
Only after working for a while	418 (3)
Only after a period in military or service organization	145 (4)
Other Time: (_____)	277 (5)

23. What means of support have you had while taking the schooling or training?

Had athletic or academic scholarship	538 (1)	Social Security program	156 (7)
Parents helped	2509 (2)	Manpower Development and Training Act	25 (8)
Loan obtained (from: _____)	528 (3)	National Defense Education Act	240 (9)
Worked part-time or more	2224 (4)	Vocational Rehabilitation Division	40 (10)
Spouse worked	493 (5)	Bureau of Indian Affairs	1 (11)
Veteran's Administration program	303 (6)	Other: (_____)	242 (12)

24. What did you expect the school or training to prepare you to do?

_____

I. Does above answer relate to an occupation (vocational, technical) usually performed by persons with less than a four-year college degree?

No ___ (0) [SKIP TO #28]
Yes 1455 (1)

II. Have you decided to enter that occupation?

No ___ (0) [SKIP TO #25]
Yes 1056 (1)

III. If you have decided to enter that occupation, when did you make the decision?

More than 1 year before entering the special school or training program	383 (1)
From 6 to 12 months before entry into the program	142 (2)
From 1 to 6 months before entry into the program	186 (3)
Only after entering the program	236 (4)
Only after completing the program	73 (5)

IV. What prompted you to decide to enter this occupation?

The pay is good.	264 (1)
There were job openings.	74 (2)
The school helps its graduates.	16 (3)
Needed some kind of job training.	85 (4)
Have been interested in this occupation a long time.	324 (5)
Have had related experience; liked the work.	218 (6)
Other: (_____).	60 (7)

25. How long will (did) the occupational training take to complete?

Up to 6 months; only one semester approximately	227 (1)	12 to 18 months	127 (3)
6 to 12 months	256 (2)	19 to 24 months	170 (4)
		More than 24 months	545 (5)

26. When you began were you correctly informed about how much the training would cost?

No ____(0) Yes 1241 (1)

27. Have you completed the occupational training for which you enrolled?

No ____(0) Yes 605 (1) [SKIP TO #30]

28. Are you still enrolled in the studies or training program?

No ____(0) Yes 1601 (1) [SKIP TO #30]

29. How important was each of the following possible reasons in causing you to discontinue your studies or training program before completion?

POSSIBLE REASONS FOR DISCONTINUING THE PROGRAM	Reason Not Applicable (0)	Of Some Importance (1)	Fairly Important (2)	Most Important Reason (3)
Did not offer subject(s) needed	____	64	37	43 (1)
Did not hold my interest	____	135	139	158 (2)
Did not relate to what I wanted to do in life	____	99	104	141 (3)
Grades were too low	____	137	84	80 (4)
Teaching was not good	____	118	70	78 (5)
Too expensive in respect to benefit gained	____	114	86	72 (6)
Needed at home	____	53	52	77 (7)
Got married	____	73	78	261 (8)
Needed to work	____	96	162	287 (9)
Health problems	____	27	21	40 (10)
Wanted to be with friends who were not in such a program	____	24	16	12 (11)
Other: (_____)	____	3	18	342 (12)

30. Give the highest level of your completed formal education.

Eighth grade, or lower	8 (1)	College freshman year; business college	247 (8)
Ninth grade	30 (2)	College sophomore year; technical institute	391 (9)
Tenth grade	40 (3)	College junior year	941 (10)
Eleventh grade	67 (4)	College senior year (degree)	830 (11)
High School General Educational Development (GED) test	80 (5)	Graduate degree: (_____)	305 (12)
Regular high school graduation	1234 (6)	Other: (_____)	195 (13)
Some college but less than 30 semester hours	620 (7)		

31. Do you have plans for further studies or training?

No 1746(0) [SKIP TO #33] Yes 3317(1)

32. I. To Take Which Type of Studies or Training?

Agriculture/Agribusiness	116 (1)
Communications and Media	170 (2)
Construction/Engineering	157 (3)
Crafts or Trades (skilled)	223 (4)
Education	917 (5)
Electricity/Electronics	190 (6)
Equipment Operation	42 (7)
Finance	221 (8)
Government (Pub. Service)	192 (9)
Health Occupations	401 (10)
Manufacturing	36 (11)
Marketing & Distributing	191 (12)
Personal Services (beauty, barber, laundry, etc.)	52 (13)
Office/Clerical	318 (14)
Transportation	38 (15)
Other: (_____)	701 (16)

II. In Which Type of Institution do You Hope to Enroll?

Apprenticeship Training	77 (1)
Correspondence School	97 (2)
Evening High School	44 (3)
Vocational School	105 (4)
Business College	128 (5)
Job Corps	4 (6)
Technical Institute	97 (7)
Junior College	330 (8)
Senior College	929 (9)
Professional or Graduate School	1191 (10)

33. Have you ever sought a job since you left high school?

No 514(0) Yes 4549(1)

34. How many jobs have you held, whether you sought them or "they" sought you, since you left high school?

None	390 (0) [IF "NONE," SKIP TO #56]
One	881 (1)
Two	1197 (2)
Three	1078 (3)
Four or More	1517 (4)

35. After you left high school how long did it take you to get your first job?

_____ months after leaving high school.

_____ months after leaving high school (on job held while attending college or other training program).

Didn't seek job until after a period of _____ months in college or other training, but found a job within _____ months after I started looking for one; _____ months after military service.

How long did it take you to get your first raise?

Less than five weeks	612 (1)	17 to 26 weeks (5-6 mos.)	509 (4)
5 to 8 weeks (1-2 mos.)	666 (2)	27 to 52 weeks (7-12 mos.)	381 (5)
9 to 16 weeks (3-4 mos.)	847 (3)	More than one year	229 (6)
		Never received one	1141 (7)

36. Did you have help from anyone at your high school in getting your first job?

No, no one helped; but no one knew I was seeking a job	____(0)	[SKIP TO #38]
No, no one helped; even though I had asked for help	____(1)	[SKIP TO #38]
Yes, teacher(s) helped	____(2)	
Yes, counselor(s) helped	____(3)	
Yes, the principal helped	____(4)	
Yes, I had help from: (_____)	____(5)	

37. The person named above (high school teacher[s], counselor[s], or principal) helped by:

Telling about a possible job opening	____(1)
Telephoning or writing a prospective employer	____(2)
Going with me to see a prospective employer	____(3)
Arranging with my "co-op" employer to keep me on as permanent employee	____(4)
Telling me about a private employment agency which would help	____(5)
Telling me about the Texas Employment Commission services	____(6)
Other: (_____)	____(7)

38. How closely related to your high school training was the first job you held?

No relation I could see	____(0)
Almost completely unrelated	672 (1)
Somewhat related	1005 (2)
Closely related	309 (3)
Directly and very closely related	278 (4)

Which one of the courses you took in high school was (is) the most valuable to you in terms of the work you did on your first job? _____; on your present job (if employed)? _____.

39. Your present career goal (field) as you now see it is _____.

At what approximate time in your life did you decide to pursue that career?

During elementary school years	249 (1)
During junior high school years	297 (2)
During high school years	1052 (3)
While attending junior or senior college	969 (4)
While working on a job after leaving formal education	840 (5)
While studying in a proprietary school after leaving formal education	42 (6)
No decision yet	349 (7)
Other: (Please write) _____ _____	503 (8)

Are you holding a job(s) NOW?

Never have been employed	476 (0)	[SKIP TO #56]
Housewife NOT OTHERWISE EMPLOYED	548 (1)	[SEE FOOTNOTE]
Have been but NOT NOW employed NOR Self-Employed	690 (2)	[SEE FOOTNOTE]
Self-Employed	175 (3)	
Work for an individual or a company	3174 (4)	

Work on a part-time basis only	688 (1)
Work on a full-time basis	2118 (2)
Work full-time for one employer and part-time for other(s)	142 (3)

Job is temporary only	543 (1)
Job is "temporary" with understanding it might become permanent	204 (2)
Job is permanent	1969 (3)

Do you consider your present job to be in your career field?

No	1241 (0)
Yes	2108 (1)

40. How long have you worked for the employer where you now work the most hours each week?

Doesn't apply (Self-Employed)	(0)	[SKIP TO #43]
Less than 1 month	187 (1)	
From 1 through 6 months	759 (2)	
From 7 through 12 months	477 (3)	
From 13 through 18 months	315 (4)	
From 19 through 24 months	274 (5)	
More than 2 years	1208 (6)	

41. How much longer do you plan to work there?

Less than 1 more year	897 (1)
From 1 to 2 more years	559 (2)
More than 2 years but will change	284 (3)
Have no plan to change	1484 (4)

*Housewives and others formerly employed but not presently employed: PLEASE SKIP TO #42 AND, after answering it, SKIP TO #48.

42. How important to you was each of the following reasons in selecting your first job after high school and your present job. CHECK ONLY COLUMN (1) IF PRESENT JOB IS ALSO YOUR FIRST JOB.

	First Job (1)	Present Job (2)	POSSIBLE REASONS FOR SELECTING JOB:
(1)	1463	501	KNEW OF NO OTHER JOB AVAILABLE
(2)	778	1347	AMOUNT OF PAY
(3)	735	993	WORK SHIFT (HOURS OF WORK)
(4)	493	104	WORK GREW OUT OF A JOB HELD WHILE IN HIGH SCHOOL
(5)	753	1312	WORK SEEMED TO BE MOST INTERESTING OF THE OPPORTUNITIES OPEN
(6)	933	545	JOB WAS AVAILABLE PART-TIME, MEETING MY NEED
(7)	1029	1069	JOB CONVENIENTLY LOCATED
(8)	535	1173	JOB OFFERED SECURITY
(9)	391	970	JOB GAVE (GIVES) SPECIAL EMPLOYEE BENEFITS

Do you recall any other reason why you selected the above job(s)?

_____

43. What is your present occupation? (PLEASE GIVE JOB TITLE AND TYPE OF WORK YOU DO.)

_____

44. Is this the position in which you were first employed?

Not applicable, self-employed	___ (0)	No, promoted twice	270 (3)
Yes, in same position	1773 (1)	No, promoted more than twice	330 (4)
No, promoted once	696 (2)		

45. Approximately how many employees work at the place you consider to be your PRIMARY place of employment?

Do NOT know; can't guess	___ (0)	20 to 49 others	506 (4)
No other employees	114 (1)	50 to 99 others	320 (5)
1 to 9 others	750 (2)	100 to 999 others	579 (6)
10 to 19 others	422 (3)	1,000 or more	380 (7)

46. How does your employer view your job with regard to amount of skill required?

Not applicable, self-employed	___ (0)	At SKILLED level	1094 (4)
Do NOT know	427 (1)	At HIGHLY SKILLED level	819 (5)
Relatively unskilled	170 (2)	Other: (_____	
At learning or semi-skilled level	640 (3)	_____)	64 (6)

47. Do you supervise other employees' work when working for your PRIMARY employer?

No ____(0) [SKIP TO #48] Yes 1029 (1)

How many employees do you supervise?

One employee	____(1)	6 to 10 employees	____(4)
Two employees	____(2)	More than 10	____(5)
3 to 5 employees	____(3)		

How long did you work before becoming a supervisor?

Six months or less	____(1)	19 to 24 months	____(4)
Seven to 12 months	____(2)	More than two years	____(5)
13 to 18 months	____(3)		

48. What was most difficult for you to learn to achieve on your (A) first job and (if presently employed) on your (B) present job. (ANSWER ONLY THE A ITEMS IF PRESENT JOB IS ALSO YOUR FIRST JOB.)

ITEMS WHICH MAY HAVE PRESENTED DIFFICULTY TO LEARN OR ACHIEVE	No Problem at All (1)	Occasionally a Problem (2)	A Very Serious Problem (3)	
GETTING TO WORK ON TIME: A. First job	3005	541	49	(1)
B. Present job	2503	394	32	(2)
GETTING TO WORK EVERY DAY: A. First job	3246	265	27	(3)
B. Present job	2713	172	11	(4)
DOING FULL DAY'S WORK EACH DAY: A. First job	3219	279	28	(5)
B. Present job	2669	186	16	(6)
TAKING INSTRUCTIONS FROM MORE EXPERIENCED EMPLOYEES: A. First job	3124	393	39	(7)
B. Present job	2596	325	21	(8)
DOING WORK ACCURATELY: A. First job	2704	777	32	(9)
B. Present job	2342	523	11	(10)
UNDERSTANDING WHY THE WORK SHOULD BE DONE: A. First job	3080	423	47	(11)
B. Present job	2553	324	26	(12)
LEARNING SKILLS REQUIRED TO DO JOB WELL: A. First job	2811	691	46	(13)
B. Present job	2273	591	20	(14)
MAINTAINING GOOD RELATIONS WITH OTHER EMPLOYEES: A. First job	3071	439	39	(15)
B. Present job	2507	371	17	(16)
MAINTAINING GOOD RELATIONS WITH SUPERVISOR: A. First job	3090	379	70	(17)
B. Present job	2555	281	37	(18)

On any job you have held was there any other job requirement, besides those named, that was especially difficult for you.

49. Who helped you to overcome problems on your job:

	First Job	Present Job (if employed)
High school teacher	45 (1)	13 (1)
High school counselor	8 (2)	3 (2)
High school principal	4 (3)	7 (3)
Fellow workers	1341 (4)	943 (4)
Supervisor or foreman	1150 (5)	1026 (5)
Specialist from personnel office	55 (6)	81 (6)
Other: (_____)	175 (7)	141 (7)
No one; learned it for myself	1502 (8)	1007 (8)

50. Approximately how much is your gross pay each week, or month, on your present job (PRIMARY JOB), or the last job you held if you are not now employed? (PLEASE ADJUST AMOUNTS TO FULL-TIME STATUS IF YOU ARE EMPLOYED ON A PART-TIME BASIS. AMOUNTS IN WEEKLY AND MONTHLY COLUMNS ARE APPROXIMATELY EQUIVALENTS.)

AMOUNT OF GROSS PAY		
Weekly Wages	Monthly Amounts	
UNABLE OR UNWILLING TO ANSWER		(0)
Less than $50	Less than $217	337 (1)
$50 to $74	$218 to $325	615 (2)
$75 to $99	$326 to $433	754 (3)
$100 to $149	$434 to $650	1065 (4)
$150 to $199	$651 to $867	515 (5)
$200 to $249	$868 to $1084	217 (6)
$250 or more	$1085 or more	188 (7)

51. In what kind of work is your PRIMARY employer (or FORMER employer if you are no longer employed) engaged?

(1) 136 Agriculture or Agribusiness
(2) 156 Communications and/or Media (Newspaper, radio, TV, advertising)
(3) 228 Construction and/or Architecture/Engineering
(4) 128 Craft or Skilled Trade (Other than Heavy Construction Work)
(5) 483 Education
(6) 160 Electricity/electronics/computers
(7) 47 Equipment operation (Other than Heavy Construction)
(8) 266 Finance (Banking, Insurance, etc.)
(9) 271 Government (Public Service and/or Regulation)
(10) 292 Health Occupations
(11) 290 Manufacturing
(12) 511 Marketing and Distribution
(13) 69 Personal Services (Barber, Cosmetology, etc.)
(14) 139 Office and Clerical Services
(15) 114 Transportation
(16) 664 Other: (_____)

52. Have you ever lost a job which you considered to be regular or permanent?

No ____ (0) Yes 456 (1)

If above answer was "Yes," for which reasons did you lose the job(s)?

Employer had to lay-off a number of employees	186	(1)
Employer went out of business	48	(2)
Employer let me go because of my bad health	13	(3)
Employer said he was dissatisfied with my work	43	(4)
Employer never did explain so far as I knew	45	(5)
Explain other reason: (_____		
_____)	134	(6)

53. Have you ever quit a job? (CHECK ALL ITEMS THAT APPLY TO YOU.)

No	____	(0)
Yes, have quit because:		
Wanted to return to school	1534	(1)
Dissatisfied with pay	883	(2)
Disliked supervisor or co-workers	438	(3)
Received offer of better pay	1012	(4)
Disliked lack of opportunity	804	(5)
Disliked work assignment	419	(6)
Work not in line with career objectives and received opportunity to:		
Train in career field	272	(7)
Work in career field	323	(8)
Had to move with family to another city	473	(9)
Explain other reason: (_____		
_____)	757	(10)

54. In how many cities have you been employed since you left high school?

None	____	(0)
One	1667	(1)
Two	1344	(2)
More than two	879	(3)

55. If you are presently unemployed, how long has it been since you had work?

Not applicable, presently employed	____	(0)
Less than five weeks	143	(1)
5 to 8 weeks (1 to 2 mos.)	122	(2)
9 to 16 weeks (3 to 4 mos.)	111	(3)
17 to 26 weeks (5 to 6 mos.)	55	(4)
27 to 52 weeks (7 to 12 mos.)	91	(5)
More than one year	244	(6)

56. Will advancement toward your career goal require further training (whether or not you reported plans for such training in your response to Question 32)?

No	1691	(0)
Yes	3372	(1)

57. Did you have an opportunity in high school for the kind of schooling that you think should have been there for persons entering your career field?

(0) ____ No, because my career field requires college or other preparation that would be inappropriate for high school

(1) ____ No, because my high school did not offer the kind of schooling appropriate to my career field

(2) ____ No, because _____

_____

(3) ____ Yes (IF ANSWER IS "YES," SKIP TO #59.)

58. Would you have taken advantage of the opportunity at that time if the kind of schooling you needed had been made available through your high school?

No ____ (0) Yes ____ (1)

59. What in your opinion would (or could) make the high school you attended more useful and beneficial to the students who go there?

_____

_____

_____

60. These questions are asked primarily of interviewees who did not complete high school graduation requirements; but graduates may state their views on them also:

What is the major reason for your not completing high school?

_____

Please comment on any other reasons for not finishing high school.

_____

_____

_____

_____

INTERESTING VOLUNTARY REMARKS MADE BY INTERVIEWEE:
(Interviewer also may write these in at points during interview where they occur.)

APPENDIX B

VIGNETTES

THE MAJOR PROBLEM: "LACK OF INTEREST"

In September, 1972, a 21-year-old college student (the son of a professional man) completed a Texas Education Product Study questionnaire. In addition, he submitted a five-page, typewritten summary of his observations. In December, he died in an accident. Because this honor student's remarks were among the most perceptive of the 4,600 thus far obtained in the survey, extracts from his remarks are quoted as follows:

"Thank you for the honor of asking me my opinion on public education in Texas.

"I consider the question of whether or not the courses I took in high school held my interest to be the key question. To this question, I answered no (unfavorably), and I believe that 99+% of those poor souls who struggled through with me would agree. I believe this to be the key question, because I believe lack of interest to be the main problem in public education. Lack of interest on the part of the students occurs because they are forced to take courses that do not relate to their future plans and because of a lack of good student-teacher relationships, and lack of interest on the part of teachers occurs because they are placed in courses they are not qualified to teach (e.g., coaches teaching civics and history teachers teaching chemistry) and, again, because of a lack of good teacher-student relationships.

"In our school, an unsuccessful attempt was made to achieve a balance between vocational-agricultural courses and college preparatory courses, the result being that neither aim was achieved. A major problem here was the low teachers' salaries which failed to attract qualified teachers in either of these

broad areas of study. The really good teachers were few, and all were there either because they sincerely felt the job they were doing was important, or, in some cases, they couldn't think of anything else to do. But I seriously doubt that any were there because they thought the pay they were receiving for their efforts was good.

"My idea, however ridiculous it might be, is that the cities of a given region, as a county or district, pool their resources in some equitable fashion, in order to build schools that would meet the needs of the students attending them and provide adequate salaries to attract qualified instructors. Some schools in a region could specialize in business training, others in vocational and agricultural training, others in the liberal arts, and still others in the sciences. By doing this, a broader range of courses could be offered in each particular field; the student would be studying those things he needed and was interested in with people who shared his interests, and, most important, the students in each particular school would feel more as equals because they would no longer have to compete with Joe Shmuck the valedictorian or Henry Gungho the football star. Better student-teacher relationships could develop because of common interests, better attendance could be achieved, and, hopefully, less students would end up dropping out of school without any training whatsoever. The student would be freer to develop self-confidence and would see more purpose in his high school education. Such schools could concentrate on the needs of the individual rather than on the needs of the average student.

"I propose not just special schools for the exceptional student, for these are rare, but special schools for all students, for they are plentiful but have just as much right to a quality education.

"It is obvious that public education as it is now is not adequately preparing the student for the future."

PROBLEM: PREJUDICE AGAINST MINORITIES

A young Mexican American woman, who will be 22 years old on her next birthday, seriously indicated her high school for teaching American History as "Anglo-Saxon" American History, stating that in her opinion, "that is the reason why a great many Latins quit (school)."

The daughter of a laborer, she noted that she had eight or more brothers and sisters, six or more of them older than she. Both her mother and father had limited schooling -- some grade school (up to Grade 8). Her oldest brother attended high school but did not graduate. She, however, expected high school to prepare her to enter a senior college, which she now has done, after receiving an Associate of Arts degree from a junior college. Help in furthering her education comes from a scholarship, part-time work, and the Social Security program. She plans to go into Business Education, and sees her present part-time job as secretary and "test checker" as "helping me to be confident of my choozen (sic) career."

In answer to the question, "What in your opinion would make the high school you attended more useful and beneficial to the students who go there?", she responded: "The high school I graduated from should have courses especially appealing and interesting for Latins. My high school has failed in this area."

She further commented on her high school counselor: "My counselor took no interest in my future career. He was primarily interested in Anglo-Saxons and making a good impression to (sic) his superiors."

Although the young woman apparently holds bitter feelings concerning the attitudes toward minority groups in her former high school, she consistently rated her high school experience as "favorable" with the notable exception of history. She stated her reasons for her "unfavorable" reaction to history in a notably facile manner:

"I think American History should be eliminated from high school. First of all, American History is fraudulent and hypocritical. It is called American History, but it should be stated from the beginning what type of history it is. Face it, gentlemen, this country is runned (sic) by Anglo-Saxons with Anglo-Saxon ideas, Anglo-Saxon methods, and Anglo-Saxon rules. The history that I have been forced to review and review is Anglo-Saxon history. Why does this country hide behind a title of American History when it is truly Anglo-Saxon American History?

"Secondly, why hasn't the history presented ever dealt with the Negro and Latins? Always chapters after chapters are dealt with only the 'white' people. Why does it not devote itself to the other peoples? It should present Latins in the country's good development. But no, always presented as lazy, no-good, bandit Mexicans who gave 'white' Americans trouble. Or maybe the Negroes. All I have read is that they were slaves only. As for the Indians, they're always presented as naked savages that disallowed the 'whites' from living on <u>their</u> land.

"So gentlemen, I'm presenting a terrible picture of me. But sir, I am proud to be an American and I'm hoping this country would do something about history of the U.S.A. and changing its title to its correct name. My exposure to Anglo-Saxon history has not helped me in anything. I think that is why many Latins, Negroes, and Indians have failed to be interested in 'American' history."

Interestingly, even with her feeling that prejudices existed in her high school, this 1969 high school graduate rated her courses "favorably" as to holding her interest, preparing her for further formal schooling, for a job, and for enjoying life. The other areas to be rated -- relevance to her plans and preparing her for good citizenship -- were given a "neither unfavorable nor favorable" response. She rated her high school teachers in general and her vocational teacher as "favorable," and her high school principal as "neither unfavorable nor favorable"

Even her extracurricular activities (intramural athletics, Future Nurses of America, and Future Secretaries Association) received "favorable" ratings.

Her "best" teacher was her shorthand teacher who "had a well paced method of teaching. She would never rush a student into learning new materials on the day she presented it. If at any time a student did not understand a new character, she would always help you to understand it."

PROBLEM: PREJUDICE AGAINST MARRIED STUDENTS

(The following is a letter written by a 25-year-old woman who dropped out of high school in 1964. The daughter of a merchant, she married while still in high school. The letter was submitted in addition to her completed questionnaire after she was contacted by telephone by a Product Study staff member.)

Dear Sir:

In our phone conversation, you said if I had any afterthoughts about what I thought would make a better school system, to write them down and send them. Well, here are a few which I consider an important factor to school drop-outs, which, to be quite truthful, was one of the reasons I left school, and feel even back them. The reasons many girls quit or left our school, and/or schools all over Texas, are (A) Why can't a married girl or boy continue school without having to lose out on regular activities they were participating in before they married? Such as football, basketball, band, choir, etc., which, in our school, you had to drop any of the extra activities. The two things you could stay in were home economics and FFA.

In my opinion, the school says 'we want married students to continue, but forget any school activity and fun!' So, as if you weren't under enough pressure by going back as a married student, the school system doesn't help out in any way. Not only by cutting out your former activities, but there is no counseling of any kind for any problems which may occur because of your status.

Therefore, you have to be better at your subjects, just to show you do want to continue school. It also helps to keep the remarks of everyone down, which is natural.

In other words, just because you get married and go back to school, there should be a little consideration on your teacher's and counselor's part in trying to help you and encourage you to stay in school, instead of do what you want. You're big enough to get married. You're big enough to figure your own problems out.

And don't cut out the activities. You need them, whether you're a married student or not!

(B) As nature has it, if you marry you become pregnant, or the other way around. Now, why can't a girl, married or single, who gets pregnant continue school? To me, it is the height of stupidity to say 'you're pregnant, quit school.'

You go to school, say, for 10 years. You make one mistake, get pregnant, and all you have worked for for 10 years is halted, and quick! This is one of the biggest mistakes the school system can make, in my opinion.

What is the difference whether you're pregnant or not? If everyone doesn't understand about babies by high school, they are in big trouble anyway. You could use this circumstance, like marriage and maybe get a completely new thing started. Have you ever thought that by letting a pregnant girl continue school and maybe getting a fun new subject started that, by chance, you may be helping out with many problems that people have today? Such as simple, everyday things like disease control, child abuse, divorces, the learning ability of yourself and others, people, the way to go or not to go.

My thoughts on this are so numerous, I get my words and thought track going in different directions, so I do hope you get my meaning. These two things are the most natural in life, marriage and pregnancy, and you turn it around and why do they not let you continue your schooling because of these two very natural things? If you check records, I can almost bet, if the girls were truthful, they quit either because of pressure after marriage by their school system or because they were pregnant and had to quit.

(C) Just one last short note. I don't know how FFA is taught, but home economics is one of the worst-taught subjects in school! Why couldn't you learn helpful everyday things that you will need, married or unmarried, instead of hard-to-do things that probably will never occur in an ordinary home. Instead of fancy foods and desserts, why not teach how to make mashed potatoes without lumps, or sensible things instead of things as I have said?

Home economics needs to be down-to-earth, instead of a fantasy which never occurs! How to wash, how to care for babies, how to clean house. The course is for young homemakers, but you never seem to hit on the homemaking! They say 'when you finish that course, you will know all about the home and the how-not-to of a home or apartment.' You need to sit through a complete course of home economics for two or three years and see how much homemaking this really is!

A school needs courses like this, not only for girls, but what about boys, they have apartments too, but they need to be down-to-earth instead of what they really teach!

Guess that's all. I do hope you can make out these opinions, because I feel they are important, not only when I was in school, but for the kids that are coming up.

Thank You

PROBLEM: GROWING UP TOO QUICKLY

(The following letter, accompanied by a completed questionnaire, was received from a foreign exchange student who attended two semesters of high school in one of the 89 school districts participating in the Product Study.)

I received your questionnaire in the post a few weeks ago, and I have tried to answer it in the fairest way, as I only attended the school for the last semester of 1968 and the first semester as a Senior in September of 1968.

During the last semester of 1968 I only attended something like 44 days out of 102, due to me travelling around the state and North Texas giving speeches to various functions.

However, I did in the Senior semester attend full-time for about 14 weeks, and I will just add a few of my observations while I was at school which I couldn't really explain in your questionnaire. Perhaps I should add and explain I was an Exchange Student under the Rotary Exchange Program, and hence only being in the U.S. one year.

In my country, I attended both a co-educational government state school for my primary education (7 years) and four years of private education at a girls' college.

I found in the States the standard of education much lower, the work easier, and certainly easier to pass exams with only six weekly tests instead of an end-of-the-year exam over the year's work (definitely

much harder).

I prefer school uniforms than private dress, because it eliminates competition amongst girls and reduces dying hair and wearing make-up to school, and because of such freedom at such an early age of 11-12, I think it causes American girls to grow up too quickly.

I like the co-educational system in the sense of boy-girl relationship is established and accepted much quicker and at an earlier age, but I found a lack of respect shown by the boys to the girls; e.g., opening doors, offering seats -- treated more as a mate than, I suppose, a lady. A disadvantage, in my opinion, is by mixing the sexes at school, dating is not considered a special occasion, just a continuation of each other's company.

I would like to summarize my observations and comparisons by saying I think co-ed, private dress, freedom of own car, too much money, and too much freedom and individual choice at too young an age tends to make American students grow up too quickly, but not necessarily mature at the same rate. They then tend to marry at a young age, and perhaps that is the reason for such a high divorce rate, due to, in later years, each having both matured, often growing apart in interest and values, and this ultimately leads to a divorce.

Sir, these opinions are purely personal, and I thank you for sending me this interesting data, and I hope in some way I have been of some help to you. I loved my year in America, and my husband and I are returning for a month in May, so I am looking forward to meeting all of my old friends I made while in the States.

Questions concerning this Study may be addressed to:

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